DOCUMENT RESUME

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ABSTRACT

The annotated bibliography on Educable Mentally Retarded--Curriculum contains approximately 90 abstracts and associated indexing information for documents or journal articles published from 1970 to 1975 and selected from the computer files of the Council for Exceptional Children's Information Services and the Education Resources Information Center (ERIC). It is explained that titles were chosen in response to user requests and analysis of current trends in the field. Abstracts include bibliographic data (identification or order number, publication date, author, title, source or publisher, and availability); descriptors indicating the subject matter covered; and a summary of the document's contents. Also provided are instructions for using the bibliography, a list of journals from which articles were abstracted, and an order form for ordering microfiche or paper copies of the documents through the ERIC Document Reproduction Service. (JM)

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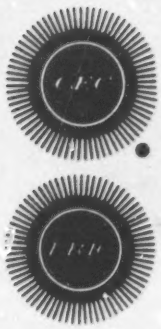

Educable Mentally Retarded-Curriculum

A Selective Bibliography

CEC Information Services and Publications
An ERIC Clearinghouse
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Exceptional Child Bibliography Series No. 622

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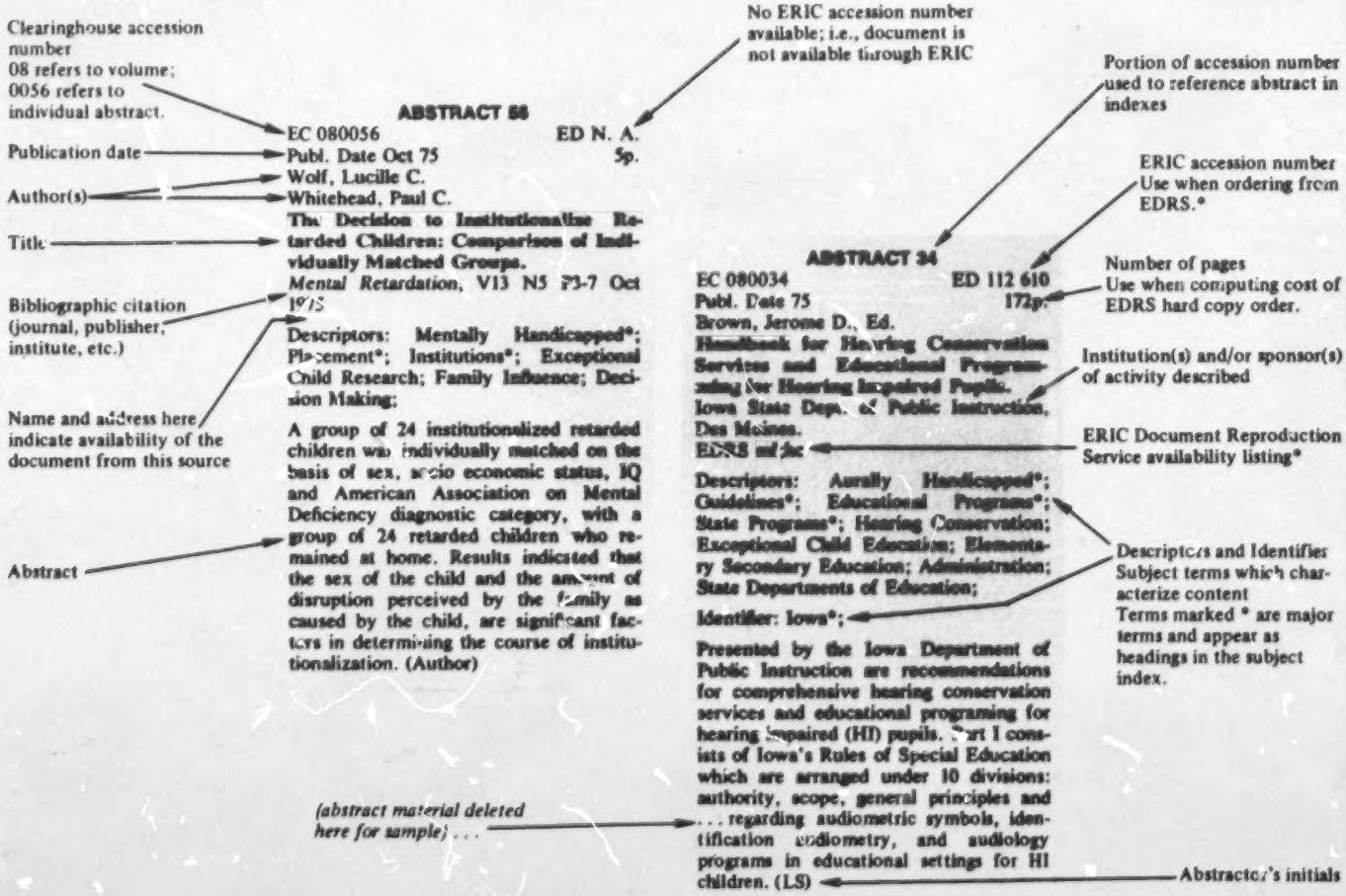
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ABSTRACT 56
EC 080056
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Publication date
Publ. Date Oct 75
5p.
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Author(s)
Wolf, Lucille C.
Whitehead, Paul C.
Title
The Decision to Institutionalize Retarded Children: Comparison of Individually Matched Groups.
Mental Retardation, V13 N5 P3-7 Oct 1975
Bibliographic citation (journal, publisher, institute, etc.)
Descriptors: Mentally Handicapped*; Placement*; Institutions*; Exceptional Child Research; Family Influence; Decision Making;
Name and address here indicate availability of the document from this source
A group of 24 institutionalized retarded children was individually matched on the basis of sex, socio economic status, IQ and American Association on Mental Deficiency diagnostic category, with a group of 24 retarded children who remained at home. Results indicated that the sex of the child and the amount of disruption perceived by the family as caused by the child, are significant factors in determining the course of institutionalization. (Author)
Abstract
ABSTRACT 34
EC 080034
ED 112 610
Number of pages
Use when computing cost of EDRS hard copy order.
Publ. Date 75
172p.
Brown, Jerome D., Ed.
Handbook for Hearing Conservation Services and Educational Programming for Hearing Impaired Pupils.
Institution(s) and/or sponsor(s) of activity described
Iowa State Dept. of Public Instruction, Des Moines.
EDRS mf/hc
ERIC Document Reproduction Service availability listing*
Descriptors: Aurally Handicapped*; Guidelines*; Educational Programs*; State Programs*; Hearing Conservation; Exceptional Child Education; Elementary Secondary Education; Administration; State Departments of Education;
Descriptors and Identifiers
Subject terms which characterize content
Terms marked * are major terms and appear as headings in the subject index.
Identifier: Iowa*;
Presented by the Iowa Department of Public Instruction are recommendations for comprehensive hearing conservation services and educational programming for hearing impaired (HI) pupils. Part I consists of Iowa's Rules of Special Education which are arranged under 10 divisions: authority, scope, general principles and
(abstract material deleted here for sample) . . .
. . . regarding audiometric symbols, identification audiometry, and audiology programs in educational settings for HI children. (LS)
Abstractor's initials

CEC Information Center Journal Collection

The CEC Information Center regularly receives more than 200 journals which are examined for material concerning exceptional children. Articles judged to meet established criteria are abstracted, indexed and published in *Exceptional Child Education Abstracts (ECEA)*. Some of these articles are indexed and submitted also for announcement in *Current Index to Journals in Education (CIJE)*, an Educational Resources Information Center (ERIC) publication. The following list (current May 1976) is *representative* of journals currently received.

*Academic Therapy, 1539 Fourth Street, San Rafael, California 94901

ACTA Symbolica, University of Akron, Akron, Ohio 44304

Adolescence, PO Box 165, 391 Willets Road, Roslyn Heights, New York 11577

*American Annals of the Deaf, 5034 Wisconsin Avenue NW, Washington DC 20016

American Education, 400 Maryland Avenue SW, Washington DC 20202

American Educational Research Journal, 1126 16th Street NW, Washington DC 20036

American Journal of Art Therapy, 6010 Broad Branch Road, Washington DC 20015

American Foundation for the Blind Research Bulletin, 15 West 16th Street, New York, New York 10011

**American Journal of Diseases of Children, 535 North Dearborn Street, Chicago, Illinois 60610

*American Journal of Mental Deficiency, 49 Sheridan Avenue, Albany, New York 12210

American Journal of Nursing, 10 Columbus Circle, New York, New York 10019

**American Journal of Occupational Therapy, 6000 Executive Boulevard, Suite 200, Rockville, Maryland 20852

*American Journal of Orthopsychiatry, 1790 Broadway, New York, New York 10019

Archives of Otolaryngology, 535 North Dearborn Street, Chicago, Illinois 60610.

Arithmetic Teacher, 1201 16th Street NW, Washington DC 20036

ASHA, 9030 Old Georgetown Road, Washington DC 20014

Audecibel, 24261 Grand River Avenue, Detroit, Michigan 48219

Auditory & Hearing Education, 15300 Ventura Boulevard, Suite 301, Sherman Oaks, California 91403

Audiovisual Instruction, 1201 16th Street NW, Washington, DC 20036

Australian Children Limited, Box 91, Brighton 5048, South Australia

*Australian Journal of Mental Retardation, P.O. Box 255, Carlton, South Victoria 3053, Australia

AVISO, Newark State College, Union, New Jersey 07083

**Behavior Therapy, 111 Fifth Avenue, New York, New York 10003

Behavior Today, Ziff-Davis Publishing Co., 1156 15th Street NW, Washington DC 20036

Behavioral Disorders, Council for Children with Behavior Disorders, Indiana University, Bloomington, Indiana 47401

British Journal of Disorders of Communication, 4345 Annandale Street, Edinburgh EH7 4 AT, Scotland

British Journal of Mental Subnormality, Monyhull Hospital, Birmingham B30 3QB, England

British Journal of Physical Education, Ling House, 10 Nottingham Place, London WIM 4 AX, England

Bulletin of the Orton Society, 8415 Bellona Lane, Suite 204, Towson, Maryland 20402

Bulletin of Prosthetics Research, US Government Printing Office, Washington DC 20402

*Bureau Memorandum, 126 Langdon Street, Madison, Wisconsin 53702

CSMR Bulletin, 345 Campus Towers, Edmonton, Alberta, Canada

Canada's Mental Health, Information Canada, Ottawa K1A 0S9, Canada

CEDR Quarterly, Phi Delta Kappa, PO Box 789, Bloomington, Indiana 47401

Child Care Quarterly, 2852 Broadway, Morningside Heights, New York 10025

Child Development, 5750 Ellis Avenue, Chicago, Illinois 60637

**Child Psychiatry & Human Development, 2852 Broadway, Morningside Heights, New York 10025

Child Welfare, 67 Irving Place, New York, New York 10003

Childhood Education, 3615 Wisconsin Avenue NW, Washington DC 20016

Children Today, US Government Printing Office, Washington DC 20402

Children's House, Box 111, Caldwell, New Jersey 07006

Colorado Journal of Educational Research, University of Northern Colorado, Greeley, Colorado 80631

Communication Education (formerly Speech Teacher) Speech Communication Association, Statler Hilton Hotel, New York, New York 10001

Compact, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203

Day Care & Early Education, 2852 Broadway, New York, New York 10025

Deaf American, 5125 Radnor Road, Indianapolis, Indiana 46226

Deficience Mentale/Mental Retardation, York University, 4700 Keele Street, Downsview, Ontario M3J 1P3, Canada

Developmental Medicine and Child Neurology, Spastic International Medical Publications, 20-22 Mortimer Street, London W1N 7RD, England

Devereux Forum, 19 South Waterloo Road, Devon, Pennsylvania 19333

DSH Abstracts, Gallaudet College, Washington, DC 20002

Dyslexia Review, The Dyslexia Institute, 133 Gresham Road, Staines, TW18 2AJ, England

*Education and Training of the Mentally Retarded, 1920 Association Drive, Reston, Virginia 22091

Education Digest, PO Box 623, 416 Longshore Drive, Ann Arbor, Michigan 48107

*Education of the Visually Handicapped, 919 Walnut St. Fourth Floor, Philadelphia, Pennsylvania 19107

Educational & Psychological Measurement, Box 6907, College Station, Durham, North Carolina 27708

Educational Forum, 343 Armory Building, University of Illinois, Champaign, Illinois 61820

Educational Horizons, 2000 East 8th Street, Bloomington, Indiana 47401

Educational Leadership, 1201 16th Street NW, Washington DC 20036

Educational Researcher, 1126 16th Street NW, Washington DC 20036

Educational Technology, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632

Elementary School Journal, 5801 Ellis Avenue, Chicago, Illinois 60637

English Journal, 1111 Kenyon Road, Urbana, Illinois 61801

*Exceptional Children, 1920 Association Drive, Reston, Virginia 22091

*Exceptional Parent, 264 Beacon Street, Boston, Massachusetts 02116

Family Involvement, Canadian Education Programs, 41 Madison Avenue, Toronto, Ontario M5R 2S2, Canada

Focus on Exceptional Children, 6635 East Villanova Place, Denver, Colorado 80222

*Gifted Child Quarterly, 8080 Springvalley Drive, Cincinnati, Ohio 45236

Harvard Educational Review, 23 South Main Street, Uxbridge, Massachusetts 02138

Hearing, 105 Gower Street, London WCIE 6AH, England

*Hearing & Speech Action, 814 Thayer Avenue, Silver Spring, Maryland 20910

Hearing Rehabilitation Quarterly, New York League for the Hard of Hearing, 71 W. 23rd Street, New York, New York 10010

Human Behavior, PO Box 2810, Boulder, Colorado 80302

Humanist, 923 Kensington Ave., Buffalo, New York 14215

Illinois Schools Journal, 6800 South Stewart Avenue, Chicago, Illinois 60621

Indiana Speech & Hearing Journal, Ball State University, Muncie, Indiana 47306

Instructor, PO Box 6099, Duluth, Minnesota 55806

Inter-Clinic Information Bulletin, 317 East 34th Street, New York, New York 10016

International Child Welfare Review, 1 Rue De Varembe, 1211 Geneva 20, Switzerland

International Journal of Child Psychiatry, Verlag 10, Basel 13, Switzerland

International Rehabilitation Review, 219 East 44th Street, New York, New York 10017

Involvement, PO Box 460, Oak Ridges, Ontario, Canada

*denotes journals monitored for CIJE.

**denotes copyrighted journals for which ECEA has been granted permission to use author abstracts.

Journal for Special Educators of the Mentally Retarded, 171, Center Conway, New Hampshire 03813

*Journal of Abnormal Child Psychology, **Plenum Publishing Corp., 227 W. 17th Street, New York, New York 10011

**Journal of Abnormal Psychology, 1200 17th Street NW, Washington DC 20036

*Journal of Applied Behavior Analysis, **University of Kansas, Lawrence, Kansas 66044

Journal of Applied Rehabilitation Counseling, 1522 K Street NW, Washington DC 20005

Journal of Association for Study of Perception, PO Box 744, De Kalb, Illinois 60115

*Journal of Autism & Childhood Schizophrenia, **Plenum Publishing Corp., 227 W. 17th Street, New York, New York 10011

Journal of Child Psychology & Psychiatry, Pergamon Press, Elmsford, New York 10523

Journal of Clinical Child Psychology, 111 South Meramec Avenue, No. 208, St. Louis, Missouri 63105

Journal of Communication Disorders, American Elsevier Publishing Co., 52 Vanderbilt Avenue, New York, New York 10017

Journal of Community Health, Human Sciences Press, 72 Fifth Avenue, New York, New York 10014

**Journal of Consulting & Clinical Psychology, 1200 17th Street NW, Washington DC 20036

Journal of Creative Behavior, 1300 Elmwood Avenue, Buffalo, New York 14222

Journal of Developmental Disabilities, PO Box 8470, Gentilly Station, New Orleans, Louisiana 70182

Journal of Education, Department of Education, Halifax, Nova Scotia

**Journal of Educational Psychology, 1200 17th Street NW, Washington DC 20036

Journal of Educational Research, Box 1605, Madison, Wisconsin 53701

Journal of General Education, 215 Wagner Building, University Park, Pennsylvania 16802

*Journal of Learning Disabilities, 5 North **Wabash Avenue, Chicago, Illinois 60602

Journal of Marriage & the Family, 1219 University Avenue SE, Minneapolis, Minnesota 55414

*Journal of Mental Deficiency Research, 86 Newman Street, London WIP 4 AR, England

Journal of Music Therapy, Box 610, Lawrence, Kansas 66044

Journal of Negro Education, Howard University, Washington DC 20001

**Journal of Nervous & Mental Disease, 428 East Preston Street, Baltimore, Maryland 21201

*Journal of Pediatrics, 11830 Westline Industrial Drive, St. Louis, Missouri 63141

**Journal of Personality Assessment, 1070 East Angeleno Avenue, Burbank, California 91501

Journal of Reading, 6 Tyre Avenue, Newark, Delaware 19711

Journal of Rehabilitation, 1522 K Street NW, Washington DC 20005

Journal of Rehabilitation of the Deaf, 814 Thayer Avenue, Silver Spring, Maryland 20910

Journal of School Health, American School Health Association, Kent, Ohio 44240

**Journal of School Psychology, 51 Riverside Avenue, Westport, Connecticut 06880

*Journal of Special Education, Grune and **Stratton, 111 Fifth Avenue, New York, New York 10003

*Journal of Speech & Hearing Disorders, 9030 Old Georgetown Road, Washington, DC 20014

*Journal of Speech & Hearing Research, **9030 Old Georgetown Road, Washington DC 20014

Journal of Teacher Education, One Dupont Circle, Washington DC 20036

*Language Speech & Hearing Services in Schools, 9030 Old Georgetown Road, Washington DC 20014

Lantern, Perkins School for the Blind, Watertown, Massachusetts 02172

Learning, 530 University Avenue, Palo Alto, California 94301

Mathematics Teacher, 1906 Association Drive, Reston, Virginia 22091

*Mental Retardation, 5201 Connecticut Ave-**nue NW, Washington DC 20015

Merrill Palmer Quarterly, 71 East Ferry Avenue, Detroit, Michigan 48202

Momentum, 350, One Dupont Circle, Washington DC 20036

Music Educators Journal, 1902 Association Drive, Reston, Virginia 22091

NASSP Bulletin, 1904 Association Drive, Reston, Virginia 22091

National Elementary Principal, 1801 North Moore Street, Arlington, Virginia 22209

The New Beacon, 224 Great Portland Street, London WIN/AA, England

*New Outlook for the Blind, 15 West 16th Street, New York, New York 10011

Notre Dame Journal of Education, PO Box 686, Notre Dame, Indiana 46556

Nursing Outlook, 10 Columbus Circle, New York, New York 10019

Optometric Weekly, 5 North Wabash Avenue, Chicago, Illinois 60602

Parents Voice, Journal of the National Society of Mentally Handicapped Children, Pembridge Square, London W2 4EP, England

Peabody Journal of Education, George Peabody College for Teachers, Nashville, Tennessee 37203

*Pediatrics, PO Box 1034 Evanston, Illinois **60204

**Personnel & Guidance Journal, 1607 New Hampshire Avenue NW, Washington DC 20009

Phi Delta Kappan, 8th & Union Streets, Bloomington, Indiana 47401

**Physical Therapy, 1156 15th Street NW, Washington DC 22005

Pointer, PO Box 131, University Station, Syracuse, New York 13210

Psychology in the Schools, 4 Conant Square, Brandon, Vermont 05733

Psychology Today, PO Box 2990, Boulder, Colorado 80302

Quarterly Journal of Speech, Speech Communication Association, Statler Hilton Hotel, New York, New York 10001

**Reading Research Quarterly, 6 Tyre Avenue, Newark, Delaware 19711

Reading Teacher, 6 Tyre Avenue, Newark, Delaware 19711

Rehabilitation Digest, One Yonge Street, Suite 2110, Toronto Ontario M5E 1E8, Canada

Rehabilitation Gazette, 4502 Maryland Avenue, St. Louis, Missouri 63108

*Rehabilitation Literature, 2023 West Ogden **Avenue, Chicago, Illinois 60612

Rehabilitation Teacher, 88 St. Stephen Street, Boston, Massachusetts 02115

Remedial Education, 5 Netherlee Street, Glen Iris, Victoria 3146, Australia

Review of Educational Research, 1126 16th Street NW, Washington, DC 20036

Scandinavian Journal of Rehabilitation Medicine, Gamla Brogatan 26, Box 62, S-101 20 Stockholm 1, Sweden

Schizophrenia Bulletin, 5600 Fishers Lane, Rockville, Maryland 20852

School Media Quarterly, 1201-1205 Bluff Street, Fulton, Missouri 65251

*Sight Saving Review, 79 Madison Avenue, New York, New York 10016

Sign Language Studies, Linstock Press, 9306 Mintwood St., Silver Spring, Maryland 20901

*Slow Learning Child, St. Lucia, Brisbane 4067, Australia

**Social Work, 49 Sheridan Avenue, Albany, New York 12210

Southern Journal of Educational Research, Box 107, Southern Station, Hattiesburg, Mississippi 39401

Special Children, American Association of Special Educators, 107-20 125th Street, New York, New York 11419

*Special Education: Forward Trends, National Council for Special Education, 12 Hollycroft Avenue, London NW3 7QL, England

Special Education in Canada, Parkway V S, 1 Danforth Avenue, Toronto, Ontario, Canada

Speech Monographs, Speech Communication Association, Statler Hilton Hotel, New York, New York 10001

Teacher, 22 West Putnam Avenue, Greenwich, Connecticut 06830

Teacher of the Blind, Royal School for the Blind, Church Road North, Wavertree, Liverpool L156TQ, England

Teacher of the Deaf, 50 Topsham Road Exeter EX2 4NF, England

Teachers College Record, 525 West 120th Street, New York, New York 10027

**TEACHING Exceptional Children, 1920 Association Drive, Reston, Virginia 22091

*Volta Review, 3417 Volta Place NW, Wash-**ington, DC 20007

Young Children, 1384 Connecticut Avenue NW, Washington, DC 20009

ABSTRACT 35

EC 03 0035 ED 043 160
Publ. Date 70 283p.
Blessing, Kenneth R., Ed.
A Persisting Life Needs Approach to a Curriculum for the Educable Mentally Retarded.
Wisconsin State Department Of Public Instruction, Madison. Division For Handicapped Children
Office Of Education (DHEW), Washington, D. C., Bureau Of Elementary And Secondary Education
EDRS mf,hc
OEG-594149-70
Wisconsin Department Of Public Instruction, Publications Order Service, 126 Langdon Street, Madison. Wisconsin 53702 ($2.00).

Descriptors: exceptional child education; educable mentally handicapped; curriculum guides; resource guides; teaching guides; state programs; state curriculum guides; interpersonal competence; self care skills; adjustment (to environment); Wisconsin

The objectives and perspective for a program with the educable mentally handicapped are presented in the Wisconsin curriculum guide. The described concepts and activities revolve around 12 Persisting Life Situations which include communicating ideas, understanding one's self and others, traveling, adjustment to various situations, health care, safety concerns, earning money, homemaking, money management, use of leisure time, appreciation of arts and beauty, and civic responsibilities. For each of the 12 situations, separate objectives and activities are suggested for primary, intermediate, and secondary levels. Approaches to learning and behavior development are discussed with implications toward programing and curriculum. The appendix treats the use of prescriptive teaching with the educable mentally handicapped and offers instructional activities in the area of psycholinguistics. A handbook which accompanies the manual is available as EC 030 036. (RD)

ABSTRACT 36

EC 03 0036 ED 043 161
Publ. Date Mar 70 25p.
Contrucci, Victor J. And Others
Teachers' Handbook for Implementation of the State Curriculum for Educable Mentally Retarded.
Wisconsin State Department Of Public Instruction, Madison, Division For Handicapped Children
Office Of Education (DHEW), Washington, D. C., Bureau Of Elementary And Secondary Education
EDRS mf,hc
OEG-594149-70
Wisconsin Department Of Public Instruction, Publications Order Service, 126 Langdon Street, Madison, Wisconsin 53702 ($0.50).

Descriptors: exceptional child education; educable mentally handicapped; curriculum guides; unit plan; resource guides; teaching guides; curriculum; state programs; state curriculum guides; Wisconsin

Designed to accompany the Wisconsin State Curriculum for educable mentally retarded (EC 030 035), the handbook offers suggestions for implementation of the 12 Persisting Life Situations reflecting the general objectives of the state curriculum. Guidelines for preparing teaching units and resource guides, and for utilizing the Curriculum Accounting Teacher Sheet (CATS) are also provided. Appendixes contain a unit format and sample sheets of CATS. (RD)

ABSTRACT 63

EC 03 0063 ED N.A.
Publ. Date 70 226p.
Kolstoe, Oliver P.
Teaching Educable Mentally Retarded Children.
EDRS not available
Holt, Rinehart And Winston, Inc., 383 Madison Avenue, New York, New York 10017 ($5.95).

Descriptors: exceptional child education; mentally handicapped; teaching methods; educable mentally handicapped; instructional materials; educational objectives; communication skills; curriculum; interpersonal competence; psychomotor skills; recreation; vocational education; prevocational education

Combining a neurophysiological theory and a behavioral theory to conceptualize mental retardation, the author presents methods and materials for specific behavior outcomes resulting in adults who can work and live independently. Information is provided on the learner, objectives, and organization. Methods, materials, and specific outcomes for communication skills, arithmetic skills, social competencies, motor skills and recreation, esthetics, and vocational competencies are presented. Suggested units and materials are outlined for preprimary, primary, intermediate, prevocational, and vocational levels. Behaviors at each level are built upon behaviors of the preceding level. The appendix lists instructional outcomes for each skill area and level. (MS)

ABSTRACT 599

EC 03 0599 ED 044 841
Publ. Date 70 98p.
White, Herman K., Ed., And Others
Curriculum Adaptations for Teaching Handicapped Youth: Prevocational E.M.R. Group.
Mississippi State Department Of Education, Jackson, Division Of Instruction
EDRS mf,hc

Descriptors: exceptional child education; educable mentally handicapped; curriculum guides; junior high school students; prevocational education

Designed for use by teachers of educable retarded students of junior high school age, the curriculum outline provides suggested objectives, activities, and materials in the academic areas of language arts, arithmetic, social studies, science, health and safety, arts and crafts, music, and physical education. Related bibliographies are also included. (RD)

ABSTRACT 601

EC 03 0601 ED 044 843
Publ. Date 70 46p.
White, Herman K., Ed. And Others
Cooperative Program (Educable Mentally Retarded).
Mississippi State Department Of Education, Jackson, Division Of Instruction
EDRS mf,hc

Descriptors: exceptional child education; educable mentally handicapped; secondary school students; curriculum guides; cooperative programs; vocational education; Mississippi

Designed for the educable mentally handicapped youth at the secondary level, the cooperative vocational rehabilitation-special education plan in Mississippi is presented. Objectives, activities, and materials are suggested in the areas of vocational training, arithmetic, language arts, social studies, health and safety, recreation, physical education, arts and crafts, and music. Related bibliographies are provided. (RD)

ABSTRACT 1252

EC 03 1252 ED 046 168
Publ. Date Nov 70 162p.
Science: A Guide for Teaching the Handicapped.
Iowa University, Iowa City, Special Education Curriculum Development Center
Office Of Education (DHEW), Washington, D. C., Bureau Of Education For The Handicapped
EDRS mf,hc
BR-6-2883

Descriptors: exceptional child education; educable mentally handicapped; sciences; teaching guides; science activities; guidelines; mentally handicapped; curriculum development

Presented are guidelines for planning science programs for the educable mentally retarded at four levels of difficulty: primary, intermediate, junior high, and senior high school levels. Areas of study covered at each level are animals, plants, weather and seasons, the earth, the universe, forces, human beings, and the environment. General objectives, an outline of content, resource materials, suggested experiments, initiatory and assimilating activities, and selected starter units are included. Evaluation sheets are also included. (KW)

ABSTRACT 1265

EC 03 1265 ED 046 180
Publ. Date 70 173p.
A Guide for Teachers of Educable Mentally Handicapped Children. Volume I, Primary.
Oklahoma State Department Of Education, Oklahoma City, Division Of Special Education
Bureau Of Elementary And Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; educable mentally handicapped; teaching guides; primary grades; mentally handicapped; resource guides; curriculum guides; agencies; organizations (groups); placement; Oklahoma

Designed for the teacher of the educable mentally handicapped, the guide presents a detailed outline of suggestions, activities, and teaching aids useful in the instruction of mentally handicapped children. The guide is the first of three volumes (primary, intermediate, and secondary) containing introductory and theoretical chapters plus detailed suggestions for the primary curricula, and an agencies and organizations listing. Such areas as health, safety, social experiences, language arts, numbers and science experiences, arts and crafts, and games are covered. Volume 2 is available as EC 031 266. (CD)

ABSTRACT 1266

EC 03 1266 ED 046 181
Publ. Date 70 172p.
A Guide for Teachers of Educable Mentally Handicapped Children. Volume II, Intermediate.
Oklahoma State Department Of Education, Oklahoma City, Division Of Special Education
Bureau Of Elementary And Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; educable mentally handicapped; intermediate grades; teaching guides; curriculum guides; mentally handicapped; organizations (groups); agencies; Oklahoma

Designed for intermediate teachers of the educable mentally handicapped, the guide (Volume 2 of a three part series) presents a detailed outline of suggestions, activities and teaching aids useful in instruction. Health and safety, physical education, language arts, social experiences, numbers and science, and arts and crafts are discussed. Volume 1 is available as EC 031 265. (CD)

ABSTRACT 1267

EC 03 1267 ED 046 182
Publ. Date 70 114p.
Oklahoma Curriculum Guide for Teacher-Coordinators of Educable Mentally Handicapped Students, Grades 10-11-12. Volume IV.
Oklahoma State Department Of Education, Oklahoma City, Division Of Special Education
Bureau Of Elementary And Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; educable mentally handicapped; curriculum guides; senior high school students; vocational education; mentally handicapped; resource guides; teaching guides; teacher role; teacher developed materials; Oklahoma

Designed for teachers of educable mentally handicapped adolescents (grades 10, 11, 12), the guide provides basic resource units, outlines for each unit and duties of the teacher, and supportive materials to be used. Supervised work experience is coordinated with classroom instruction as well. The guide complements the two books of the three volume series (EC 031 265 and EC 031 266) on primary through secondary grades. (CD)

ABSTRACT 1603

EC 03 1603 ED 046 461
Publ. Date Aug 70 109p.
Vocational Education-Special Education: A Curriculum Guide for Teachers of Home Economics and Educable Mentally Retarded, Grades 7-12.
Michigan State Department Of Education, Lansing, Division Of Vocational Education
EDRS mf,hc
Proceedings Of A Vocational Education-Special Education Institute (Lansing, Michigan, June 15-19, 1970).

Descriptors: exceptional child education; educable mentally handicapped; home economics; curriculum guides; vocational education; secondary education; self care skills; family life education; social development

Resulting from the Vocational Education-Special Education Institute (a teachers' workshop held in Lansing, Michigan, June 15-19, 1970), the curriculum guide contains the purpose, philosophy, and objectives of the Institute. The following five curriculum areas are presented in color-coded sections designed for teachers of home economics and educable mentally handicapped students: social behavior and self care skills, food instruction, clothing, family relations, and housing information. Objectives, resource materials, desired concepts and attitudes, and teaching suggestions are noted for each area. (RD)

ABSTRACT 1736

EC 03 1736 ED 046 467
Publ. Date Jan 70 206p.
Allport, Marion And Others
A Course of Study and Suggestions for Curriculum Implementation: Special Classes (EMR).
Oakland Unified School District, California
EDRS mf,hc

Descriptors: exceptional child education; educable mentally handicapped; educational programs; educational objectives; curriculum; mentally handicapped; California

Presented is a course of study for educable mentally retarded (EMR) students at the primary, intermediate, junior high, and senior high levels. The purpose is to define in outline form the general areas of learning experiences able to promote the development of competencies appropriate to EMR students. The objectives of the instructional program, stated as Continuing Life Problems or Social Life Needs, and comprising the essential components of the program, are as follows: health in daily living; safety in daily living; understanding oneself, one's environment, and managing personal affairs; getting along with and communicating with others; rights, privileges, and responsibilities; family living; earning a living and managing money; traveling and moving about in the community; using leisure time; and participating in community life. Each of these overall objectives is subdivided into constituent elements, and attitudes, understandings, and skills to be established in each area at the various age levels are delineated. Included is a curriculum model illustrating the relationships among the pupil, special class organization, academic expectations, objectives, and teaching methods. (KW)

ABSTRACT 2040

EC 03 2040 ED 048 720
Publ. Date Apr 71 231p.
Walden, S. Bernie and Others
Social and Sexual Development: A Guide for Teachers of the Handicapped.
Iowa University, Iowa City, Special Education Curriculum Development Center;
Iowa State Department of Public Instruction, Des Moines
EDRS mf,hc

Descriptors: exceptional child education; educable mentally handicapped; sex education; teaching guides; curriculum guides; lesson plans; social development; family life education

Designed to aid teachers in the instruction of social and sex concepts for the educable mentally handicapped, the guide provides suggested lesson plans at the primary, intermediate, and advanced levels. Scope, objectives, specific teaching suggestions, and resource materials are listed for each lesson in such areas as body image, sex role perception, human reproduction, sexual attitudes and practices, hygiene, emotional development, marriage and family life, venereal disease, social situations of peer acceptance and dating, sexual deviation, drug abuse, and premarital sex relations. A related bibliography provides additional sources of information, and appendixes contain charts, bulletin board ideas, worksheets, and diagrams to accompany ideas suggested in the text. A glossary and guide evaluation form are also included. (RD)

ABSTRACT 2059

EC 03 2059 ED N.A.
Publ. Date 71 578p.
Waite, Kathleen Barnette
The Educable Mentally Retarded Child: Guidance and Curriculum.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($32.25).

Descriptors: exceptional child education; educable mentally handicapped; curriculum development; curriculum guides; counseling; teaching methods; mentally handicapped

Intended for teachers and administrators concerned with planning and organizing educational programs for educable mentally retarded (EMR) children, the book treats the development of a balanced

curriculum in general and specific terms. Section 1 discusses the EMR child himself, emphasizing personality development and, particularly, guidance of EMR children, in and out of the classroom. Section 2 examines more closely education of the EMR child. Following a statement of the philosophy for special education programs and a presentation of guidelines for curriculum development, specific curriculum, materials, and teaching methods for EMR students are presented for the following seven areas: physical education, communicative skills, arithmetic competencies, social competencies, health, safety, vocational competencies, and aesthetics. Suggestions are offered to guide teachers in planning specific daily tasks and activities from the primary to high school level. Detailed for each subject at each developmental level are behavioral objectives, learning experiences, and teacher procedures to develop desired behavior. (KW)

ABSTRACT 2163

EC 03 2163 ED 049 583
Publ. Date Nov 70 77p.
Tofte, Donald and Others
Learning to Manage One's Money: A Resource Guide for Implementation of the State Curriculum for the Educable Mentally Retarded.
Racine Unified School District No. 1, Wisconsin
Wisconsin State Department of Public Instruction, Madison, Division for Handicapped Children;
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; educable mentally handicapped; money management; teaching guides; resource guides; mentally handicapped; Wisconsin

The resource guide is intended to assist Wisconsin teachers in implementing the state curriculum for the educable mentally retarded in one of the persisting life needs areas--money management. A selection of teaching units dealing with learning to manage one's money and ranging from the primary through secondary level is presented. The units provide suggestions for the teaching of money management skills and attitudes appropriate for each level. Behavioral objectives, activities, and resource materials are specified for each unit. A bibliography of instructional materials related to money management is included. (KW)

ABSTRACT 2226

EC 03 2226 ED 050 512
Publ. Date 70 84p.
Newport County Regional Special Education Program Course of Study; Number 1, Volume 1: Curriculum Guide Primary and Intermediate Educable.
Newport County Regional Schools, Rhode Island, Special Education Program
EDRS mf,hc

Descriptors: exceptional child education; educable mentally handicapped; curriculum guides; special classes; program planning; language arts; mathematics; social studies; Newport County (Rhode Island)

The purpose of special classes for the educable retarded, including aims and objectives, is presented. The organization of such classes in Newport County is discussed in terms of methods of transfer to and from the classes, tests and examinations, relations with the regular classes and within the class, elements of the daily program and suggested time allotments, and elements of the weekly program. Methods and activities are provided for the following curriculum areas in primary and intermediate levels: social development, language arts, arithmetic, social studies, science, and self care skills. (RJ)

ABSTRACT 2888

EC 03 2888 ED 046 809
Publ. Date 70 231p.
Whitaker, Venetta
Social Studies for EMR Pupils-Teacher Resource Material: An Instructional Bulletin for Junior High Schools.
Los Angeles City Schools, California, Division of Instructional Planning and Services
EDRS mf,hc

Descriptors: exceptional child education; educable mentally handicapped; junior high school students; curriculum guides; social studies; class activities

A compilation of material for teachers of junior high school educable retardates, the manual includes suggestions and activities in the following areas of social studies: developing self-realization; understanding and adjusting to the contemporary scene; recognizing the value, function, and responsibility of the family relationship with school, church, community, state, and nation; understanding how geography affects our culture; becoming a responsible citizen; becoming aware of historical events and appreciating the American way of life; appreciating man's need for security and peace and understanding the role of the United Nations; learning about and understanding the way of life of people of other nations; getting acquainted with occupational opportunities and developing economic efficiency; and making the proper use of leisure time. A course of study on the same topics can be found in EC 032 889. (RJ)

ABSTRACT 1413

EC 04 1413 ED 059 573
Publ. Date Mar 72 222p.
Mock, Sherry
Improving Reading Comprehension.
Iowa University, Iowa City, Special Education Curriculum Development Center
Iowa State Department of Public Instruction, Iowa City
EDRS mf,hc

Descriptors: exceptional child education; educable mentally handicapped; reading comprehension; teaching guides; mentally handicapped; reading materials; reading skills

Activities, procedures, and resources are suggested for teaching reading comprehension skills to mentally retarded students. The document is intended as a handbook of teaching ideas based upon a flexible listing of sequential comprehension components. Comprehension skills are divided into five global grade levels and 12 major kinds of skills. Emphasis is upon individualizing instruction, using parents to reinforce school training, and presenting material audiovisually. Suggestions for classroom planning and program management are included. Major tests which can be used in the diagnosis of comprehension problems are summarized. Also included are resource lists of supplementary reading materials which can be used to teach comprehension skills, and a resource list of books for slow learners. (KW)

ABSTRACT 1716

EC 04 1716 ED 061 674
Publ. Date 71 107p.
Casler, Al and Others
Social Studies for EMR Pupils: A Course of Study for Senior High Schools.
Los Angeles City Schools, California, Division of Planning and Research
EDRS mf, hc

Descriptors: exceptional child education; educable mentally handicapped; senior high schools; social studies; curriculum; mentally handicapped; California

Presented are 10 units of study for educable mentally retarded (EMR) senior high school students in the area of social studies. The outlined sequence and suggested time allotment for each unit covers grades 10-12. Subject matter content of each unit is outlined in detail; particular teaching methods and materials are not specified. Units cover the earth as a dependent unit in the universe; racial, religious, and other groups; social and personal development; inventions and exploration; American characteristics and customs; government; education and leisure time; rules and laws; consumer education; and family life education(KW)

ABSTRACT 64

EC 05 0064 ED N.A.
Publ. Date Sep 72 15p.
Boekel, Norma; Steele, Joe M.
Science Education for the Exceptional Child.
EDRS not available
Focus on Exceptional Children; V4 N4 P1-15 Sep 1972

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; sciences; science activities; curriculum development

Described is science curriculum development for the educable mentally handicapped (EMH), with several science curricula described and three sample lesson plans given. A rationale for teaching science to the EMH is based on the need to teach science as a series of inquiry skills with definite behavioral outcomes as course objectives. Stressed is the necessity to adapt curriculum to the great diversity of academic ability found in EMH classes. Evaluated is a new science curriculum developed by the Biological Sciences Curriculum Study

(BSCS) for the use of the EMH 11-to 15-year-old child based on Jean Piaget's construct of cognitive development. The two BSCS programs, Me Now and Me and My Environment, study the human body, growth and development, and ecology; three activities in the BSCS curriculum are given as examples. Aims of the BSCS programs include improving the self-concept of each student and promoting lifetime interests. The teacher's role is said to be vital, and it is recommended that the teacher allow the child time to think about and test his ideas in daily life. (DB)

ABSTRACT 167

EC 05 0167 ED 069 084
Publ. Date 71 60p.
Curriculum Guide in Occupational Preparation for the Disadvantaged and Handicapped.
Florida State Department of Education, Tallahassee. Division of Elementary and Secondary Education
EDRS mf,hc

Descriptors: exceptional child education; educable mentally handicapped; vocational education; prevocational education; curriculum guides; handicapped children; class activities; behavioral objectives; mentally handicapped; work attitudes

The curriculum guide is intended to prepare disadvantaged and handicapped, primarily educable mentally retarded, students for holding productive jobs. Emphasis is on developing in students the values and attitudes that are basic to the success of any worker. The guide is divided into five sections: pre-primary, primary, intermediate, junior high, and senior high. Given for each level are student characteristics, desired outcomes or goals stated in terms of observable and measurable behavior, behavioral objectives, and suggested learning activities. At the pre-primary and primary levels, development of proper attitudes, behavior, work habits, and skills is stressed. At intermediate and junior high levels, suggestions are made for using the classroom and school as a vocational learning laboratory (practice of vocational-related skills in class and application in specified work areas within the physical plant of the school). At the senior high level, emphasis is upon social requirements of young adulthood and supervised community work experiences. (KW)

ABSTRACT 187

EC 05 0187 ED 069 088
Publ. Date 71 87p.
Kenel, Francis C., Ed.; Krueger, Emily A., Ed.
A Driver Education Manual for Teachers of High School Exceptional Education Students.
Milwaukee Public Schools, Wis. Div. of Curriculum And Instruction
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf,hc
II 75902
Milwaukee Public Schools, Curriculum Library, P. O. Drawer 10k, Milwaukee, Wisconsin 53208 ($1.50).

Descriptors: exceptional child education; educable mentally handicapped; driver education; instructional materials; teaching guides; mentally handicapped; guidelines

The driver education manual is intended for use with educable mentally retarded (EMR) students and students with learning problems. It deals specifically with a semester-long instructional program offered prior to enrollment in a regular driver education course. Objectives are to familiarize EMR students with the general goals and content areas of driver education. Presented is a suggested course outline with behavioral objectives for five major instructional units: driving task; motor vehicle laws and enforcement; perception, judgment, and decision making; defensive driving; and consumer education. General objectives for driver education and an analysis of the driving task are also included. The major portion of the teaching guide consists of supportive instructional materials: tests, media sources, traffic signs, traffic situation diagrams and exercises, and answer sheets. (KW)

ABSTRACT 233

EC 05 0233 ED N.A.
Publ. Date Nov 72 7p.
Lovano-Kerr, Jessie; Savage, Steven
Incremental Art Curriculum Model for the Mentally Retarded.
EDRS not available
Exceptional Children; V39 N3 P193-9 Nov 1972

Descriptors: exceptional child education; educable mentally retarded; art; curriculum; lesson plans; mentally handicapped; models; research reviews (publications); behavioral objectives

The article reviews the relative position of art in special education curriculums, summarizes existent research literature related to art and the mentally retarded, and presents the beginnings of a structured, sequential, behaviorally based art program for educable mentally retarded children. The curriculum model proposed includes a method of assessing the individual's increment of learning in the areas of visual analysis, perceptual discrimination, self awareness, and self concept. Brief descriptions of three introductory lesson plans and an abbreviated synopsis of activities from the unit on self awareness and self concept are included as illustrative material. (Author)

ABSTRACT 871

EC 05 0871 ED 071 263
Publ. Date Dec 72 315p.
Tolman, Richard R.
A Formative Evaluation of ME NOW, Life Sciences for the Educable Mentally Handicapped, Intermediate Grades (11-13 years).
Biological Sciences Curriculum Study, Boulder, Colorado
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

OEC-0-9-152075-3720(032)

Descriptors: exceptional child research; educable mentally handicapped; intermediate grades; curriculum evaluation; health education; mentally handicapped; junior high school students; biology

Reported was an evaluation of the life science program, Me Now, for the 11 to 13-year-old educable mentally handicapped child by comparing pretest and posttest scores of 180 subjects and 187 controls. Four to nine performance objectives for each of the following four units of the curriculum were evaluated separately: digestion and circulation; respiration and excretion; movement, support, and sensory perception; and growth and development. Results showed that students in the experimental group scored significantly higher on posttest scores than students in the control group on the first three units of the program. The evidence indicated that the desired student responses occurred when teachers followed the prescribed strategies. No control group was available for the fourth study unit but gains over pretest scores were reported to be far beyond the level expected. Also reported was a high level of teacher and student enthusiasm. Information gained from the evaluation was used to revise the materials. (For related curriculum materials, see also EC 050 872 through EC 050 875.) (DB)

ABSTRACT 872

EC 05 0872 ED 071 264
Publ. Date 72 327p.
Me and My Environment. Unit I: Exploring My Environment.
Biological Sciences Curriculum Study, Boulder, Colorado
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf,hc

Descriptors: exceptional child education; educable mentally handicapped; environmental influences; curriculum guides; class activities; mentally handicapped; guidelines; biology; instructional materials; lesson plans; student behavior; inquiry training; problem solving; behavior; attitudes

Presented is the experimental edition of Unit I: Exploring My Environment, which consists of 29 life science curriculum activities intended for the 13-to-15-year-old educable mentally retarded child. The curriculum guide is being used in the final field test prior to revision preceding publication. Stressed throughout the program are ecological themes, inquiry skills, problem solving skills, environmental elements, and applicational behaviors and attitudes. Seven to 12 activities for each of the three core study areas within Unit I are given of which the following are examples: making a pond, sniffing around, forming categories, and reading a thermometer. Activities are organized into materials, teaching strategies, and anticipated student behaviors. The three cores are sensing the environment, investigating the environment, and landmarks in the environment. The ecological theme stressed is the interrelationships of environmental components. Inquiry skills seen to be developed are observing and identifying. Problem solving skills emphasized are experimenting and knowing what the

problem is and what to do about it. Environmental elements considered are space and shelter. Behavioral objectives include the development in the student of a sense of self-identity and an attitude of inquiry. (See EC 050 871, and EC 050 873 through EC 050 875 for related curriculum guides.) (DB)

ABSTRACT 873

EC 05 0873 ED 071 265
Publ. Date 72 274p.
Me and My Environment. Unit II: Me as a Habitat.
Biological Sciences Curriculum Study, Boulder, Colorado
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf,hc

Descriptors: exceptional child education; educable mentally handicapped; environmental influences; curriculum guides; class activities; mentally handicapped; guidelines; biology; instructional materials; lesson plans; student behavior; inquiry training; problem solving; behavior; attitudes

Presented is the experimental edition of Unit II: Me as a Habitat, which consists of 19 life science curriculum activities intended for the 13-to-15-year-old educable mentally retarded child. The curriculum guide is being used in the final field test prior to revision preceding publication. Stressed throughout the program are ecological themes, inquiry skills, problem solving skills, environmental elements, and applicational behaviors and attitudes. Five to eight activities for each of the three core study areas within Unit II are given of which the following are examples: seeing is believing, drinking microbes, venereal disease in action, smoking in action, and the use and misuse of drugs. Activities are organized into materials, teaching strategies, and anticipated student behaviors. The three cores study microbes, disease, and environmental choices. The ecological theme stressed is diversity and pattern. Inquiry skills seen to be developed are associating and describing. Problem solving skills emphasized are recording data and discussion and treatment of group data. Environmental elements considered are living things. A desired behavior outcome is skill in communication about the child's environment. (For related curriculum guides see EC 050 871, EC 050 872, EC 050 874 and EC 050 875.) (DB)

ABSTRACT 874

EC 05 0874 ED 071 266
Publ. Date 72 327p.
Me and My Environment. Unit III: Energy Relationships in My Environment.

Biological Sciences Curriculum Study, Boulder, Colorado
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; educable mentally handicapped; environmental influences; curriculum guides; class activities; mentally handicapped; guidelines; biology; instructional materials; lesson plans; student behavior; inquiry training; problem solving; behavior; attitudes

Presented is the experimental edition of Unit III: Energy Relationships in My Environment, which consists of 25 life science curriculum activities intended for the 13-to-15-year-old educable mentally retarded child. The curriculum guide is being used in the final field test prior to revision preceding publication. Stressed throughout the program are ecological themes, inquiry skills, problem solving skills, environmental elements, and applicational behaviors and attitudes. Five to eight activities for each of the four core study areas within Unit III are given of which the following are examples: growing plants, chemical energy, measuring energy values, the food chain game, and the green machine. Activities are organized into materials, teaching strategies, and anticipated student behaviors. The four cores consider an introduction to energy, energy in food, energy flow through food chains and webs, and food making in plants. The ecological theme developed is the complementarity of organisms and environment. Inquiry skills seen to be developed are comparing and translating. Two problem solving skills emphasized are explaining and defending. The environmental element considered is energy. A desired behavior outcom eis recognition of the child's dependence on his biological environment. (For related curriculum guides see EC 050 871 through EC 050 873 and EC 050 875.) (DB)

ABSTRACT 875

EC 05 0875 ED 071 267
Publ. Date 72 274p.
Me and My Environment. Unit IV: Transfer and Cycling of Materials in My Environment.
Biological Sciences Curriculum Study, Boulder, Colorado
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf,hc

Descriptors: exceptional child education; educable mentally handicapped; environmental influences; curriculum guides; class activities; mentally handicapped; guidelines; biology; instructional materials; lesson plans; student behavior; inquiry training; problem solving; behavior; attitudes

Presented is the experimental edition of Unit IV: Transfer and Cycling of Materials in My Environment, which consists of 29 life science curriculum activities intended for the 13-to-15-year-old educable mentally retarded child. The curriculum guide is being used in the final field test prior to revision preceding publication. Stressed throughout the program are ecological themes, inquiry skills, problem solving skills, environmental elements, and applicational behaviors and attitudes. Eight to 12 activities for each of the three core study areas within Unit IV are given of which the following are examples: plant and animal hunt, making a pill bug habitat, the hamburger lab, garbage, and planting in compost. Activities are organized into materials, teaching strategies, and anticipated student behaviors. The three cores consider energy and material transfer, decomposers in the environment, and garbage and the environment respectively. The ecological theme developed is the cyclic nature of processes; the inquiry skill seen to be developed is guessing and applying. Two problem solving skills emphasized are identifying controls and drawing conclusions. The environmental element considered is air. A desired behavior outcome is skill in personal body care. (For related curriculum guides see EC 050 871 through EC 050 874.) (DB)

ABSTRACT 1458

EC 05 1458 ED 074 657
Publ. Date Sep 72 277p.
Curriculum Guide Functional Level An Exceptional Child Program.
Pinellas County District School Board, Clearwater, Florida
EDRS mf,hc

Descriptors: exceptional child education; educable mentally handicapped; primary grades; curriculum guides; mentally handicapped; program descriptions; Florida

Presented is the Pinellas County, Florida, curriculum guide for the instruction of educable mentally handicapped 6- to 9-year-old children. Subject areas included are language arts, mathematics, social studies, science, health, safety, physical education, art, and music. Instructional objectives for each subject area are listed with one or more specific teaching strategies, materials needed, and additional resources when relevant. Listed for language arts are 120 objectives in areas such as visual discrimination, auditory comprehension, speaking skills, and writing skills. Thirty instructional objectives are given for mathematics covering numeration, addition, and subtraction. The 66 objectives for social studies consider the self, home, school, neighborhood, and nation. Among the topics investigated in the implementation of the 43 science objectives are matter, animals, and weather. The guide provides 21 objectives for physical education and 20 objectives for safety. Health instruction is provided through 34 objectives in areas such as fitness, personal hygiene, and sanitation. Drawing, painting, and graphics are the means of teaching 32 art objectives, while aspects of music such as singing, listening, and rhythm are covered by 19 instructional objectives. (For related document, see EC 051 805.) (DB)

ABSTRACT 1880

EC 05 1880 ED 077 158
Publ. Date 1 Apr 73 15p.
Performance Objectives for Educable Mentally Handicapped (K-12).

Cooperative Educational Services, Phoenix, Arizona
EDRS mf,hc

Descriptors: exceptional child education; educable mentally handicapped; curriculum guides; behavioral objectives; daily living skills; mentally handicapped; elementary school children; high school

students; vocational education; interpersonal competence; communication skills

Performance objectives related to occupational, social, communication, and daily living skills are specified for educable mentally handicapped students in kindergarten through twelfth grade. Each skill area is broken down into four to seven component parts, such as job readiness, home and family, social studies, and health habits. In turn, each component part contains four to eight activites such as the following: the acquisition of good work habits, the identification and location of employment facilities, and the solution of problems pertinent to employment; a knowledge of relationships, one's own and others' roles, and the living scheme in the family; implementation of social studies concepts in decision making in human affairs, development of commitment to values in a free society, and knowledge of city and state geography; and the ability to wash regularly without assistance, to choose appropriate foods, to exercise regularly, and to cope with emotional feelings. (MC)

ABSTRACT 2197

EC 05 2197 ED 079 879
Publ. Date Jul 72 86p.
Marinelli, Joseph J.
A Systems Procedure Manual for Conducting a Needs Assessment.
The Curriculum Development Project for the EMR, Lake Butler, Fla.
Florida State Dept. of Education, Tallahassee. Exceptional Children Section
EDRS mf,hc
Exceptional Child Section, Department of Education, Tallahassee, Florida 32304.

Descriptors: exceptional child education; educable mentally retarded; curriculum development; systems analysis; mentally handicapped; educational needs; evaluation methods; school dsitricts; occupations; program development; program evaluation; community services; teacher evaluation; instructional materials; administration; agencies; public relations; Florida

Reported in the manual are systems procedures to assess needs of educable mentally retarded (EMR) children and adults in three Florida counties in terms of EMR student and teacher assessment, EMR classroom programs, job opportunities, and services available, as a first step in developing a total curriculum. Described are the project's 3 year developmental plan, funding, staffing, and curriculum objectives (such as incorporation of physical skills, and social and vocational competencies from primary through high school levels). Explained are terminology, a flow chart (which shows event, activity number and description, staff member responsibility, and inception and completion dates), and the flow network. Discussed are activities for identifying the EMR population (included are such forms as a behavioral characteristics checklist, and social competencies scales for children and adults); for identifying and appraising teachers (included are a self appraisal form with 20 questions, and forms for observation of teachers); for obtaining information from employers on job requirements; for assessing the present curriculum (such as time EMR pupils spend in regular or EMR classes), for evaluating classroom environment (a checklist of equipment, instructional materials, and questions is included). Also presented are activities for assessing administrative support, school supportive services, and local agencies' support (form included). Briefly described are methods of summarizing information, of communicating with the public, and of evaluating the assessment operation. (For related information, see EC 052 198). (MC)

ABSTRACT 2198

EC 05 2198 ED 079 880
Publ. Date Jul 72 130p.
Marinelli, Joseph J.
A Summary of Findings and Recommendations for Curriculum Development Needs Assessment of the Educable Mentally Retarded in Baker, Bradford and Union Counties.
The Curriculum Development Project for the EMR, Lake Butler, Fla.
Florida State Dept. of Education, Tallahassee. Exceptional Child Section
EDRS mf,hc

Descriptors: exceptional child education; educable mentally retarded; educational needs; curriculum development; mentally handicapped; systems analysis; program evaluations; school districts; student evaluation; teacher evaluation; occupations; curriculum evaluation; instructional materials; classroom environment; administration; Florida

A project to assess needs of educable mentally retarded (EMR) children and adults in three Florida counties reports findings and recommendations. EMR population findings show that many of the 224 EMR students have language deficiencies, and that most cluster at 11 and 15 years of age; recommended are early intervention, language programs, and revised secondary curriculums. Data show that the average EMR teacher is married, is confident about providing good relationships, is not confident about curriculum planning and implementing, and is perceived by other teachers as a babysitter; recommended is more inservice teacher training in classroom techniques, and more teacher action in professional organizations. Job opportunities exist for EMR persons who work independently and remember procedures; recommended are teacher contact with employers, and more vocational training. Few differences are found between EMR and regular classes, and thus few problems preclude integration; recommended are more academic courses for EMR students, and secondary curriculum improvement. Classroom environment assessment shows traditional audiovisual material use, and physical arrangement; minuscule physical development material use, and some language program use; and recommended is the curriculum specialist's attention. Administrative support findings show EMR teachers sharing all teachers' roles and budgets; while the support services of schools and local agencies appear adequate. An index comprising half the document gives data for all assessment phases and includes a summary list of job possibilities. (For related information see EC 052 197). (MC)

ABSTRACT 2199

EC 05 2199 ED 079 881
Publ. Date Jul 72 170p.
Ransom, Nina and Others
A Curriculum Guide for Teachers of Educable Mentally Handicapped.
Brevard County School Board, Cocoa, Fla.
EDRS mf,hc

Descriptors: exceptional child education; educable mentally handicapped; curriculum guides; school districts; mentally handicapped; course objectives, communication skills; social development; music, money management; language development; science; health; vocational education; program planning; books; instructional materials; Brevard County, Florida

Presented in the curriculum guide for teachers of mentally retarded (EMR) children in Brevard County, Florida, are preprimary, primary, intermediate, junior high school, and occupational training programs. Listed for preprimary level are skills objectives and suggested activities for such areas as auditory discrimination, constancy, and tactual kinesthetics. Given for the primary level are skills objectives and activities to develop communication (such as watching, listening, reading, or working with numbers), and social competencies (pertaining to home, school, health, cultural heritage, science, art, and music). Intermediate level objectives and activities suggested are expanded from primary level to include time, money, and mathematics in the area of communication, and more complexity in social competencies; and included are sample lesson plans for writing, spelling, or money management, and sample units for social studies, science, and primary level. Provided for junior high level are guides for language development, social studies, science, health, safety, and vocational preparation. Given for the three year occupational training program (which includes academic and prevocational work, school employment, and full time employment), are guides for academic instruction, occupational readiness, and specific skill building (such as auto mechanics, building trades, or home economics). Also described are program planning techniques (individualizing students' programs, making referrals, ordering materials and arranging field trips); and procedures for obtaining vocational rehabilitation services. Listed for each level are instructional materials, with sources. (MC)

ABSTRACT 2480

EC 05 2480 ED 081 152
Publ. Date 31 Jun 73 92p.
Elfner, Elinor
Reading Curriculum Development Project. Final Report.
Wakulla County Board of Public Instruction, Crawfordville, Fla.
EDRS mf,hc

Descriptors: exceptional child education; educable mentally handicapped; reading;

curriculum development; computer assisted instruction; mentally handicapped; program descriptions; instructional materials; programed instruction; program evaluation; Wakulla county (Florida); Title VI

Presented is the final report of the 3 year reading curriculum development project (funded under Title VI) for 40 educable mentally handicapped children in Wakulla County, Florida which centered on the development of computer assisted (CAI) instructional materials in a programed format. Described for the first year of the program is formative evaluation of reading materials, all of which were presented by the computer. The second year is explained to have been devoted to converting from the CAI mode to computer managed instruction in which only periodic testing was done by computer while off-line instruction was provided by lesson booklets. The entire system of supplementary instruction is said to have been presented without the computer during the third year. Following are some of the conclusions of the program: additional materials on word attack skills were found necessary, EMR students appeared to need even more repetition and drill than originally thought, significant gains were demonstrated by the 40 students from whom complete data were available, and students who took more time in responding to test items on the computer tended to demonstrate more gains in objectives passed on the posttest. Appendixes include samples of original and revised programed formats, the test used for pretest and posttest, program memos regarding computer procedures, and a project questionnaire. (DB)

ABSTRACT 2548

EC 05 2548 ED 082 391
Publ. Date 73 99p.
Picago, Stanley T. and Others
Career Development-Special Education. Volume I: Primary/Intermediate Edition K-6.
Eau Claire Joint School District 5, Wisconsin
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf,hc
OEG-0-72-0291

Descriptors: exceptional child education; educable mentally handicapped; elementary school students; curriculum guides; career education; mentally handicapped; concept formation; class activities; resource guides; teacher evaluation

The curriculum guide provides teaching units and activities to integrate career education concepts into the curriculum for primary and intermediate educable mentally handicapped children. Focused on are 16 concepts of career development such as the interrelationship of education and work and individual responsibility for career planning. In addition, 12 persisting life situations such as learning to communicate ideas and learning to earn a living are cross referenced with the 16 career development concepts. Career concepts and life situations are coordinated in chart form with behavioral objectives, topic learning activities (organized by subject areas such as social studies or art), resources (such as records, books, or filmstrips), learning outcomes, and suggested evaluation procedures. Examples of learning activities at the primary level for the concept of understanding and accepting self are maintaining a daily health chart (health) and setting up a grocery store in class (social studies). Evaluation procedures given for the self understanding concept include labeling basic parts of the skeleton and exhibiting understanding of the function of major body organs. (For a related curriculum guide at the secondary level see EC 052 549). (DB)

ABSTRACT 2549

EC 05 2549 ED 082 392
Publ. Date 73 294p.
Picago, Stanley T. and Others
Career Development-Special Education. Volume II: Secondary Edition 7-12.
Eau Claire Joint School District 5, Wisconsin
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf,hc
OEG-0-72-0291

Descriptors: exceptional child education; educable mentally handicapped; secondary school students; curriculum guides; career education; mentally handicapped; concept formation; class activities; resource guides; interpersonal competence

The curriculum guide provides teaching units and activities to integrate career education concepts into the curriculum for educable mentally handicapped children in grades 7 through 12. Focused on are 16 concepts of career development such as the interrelationship between occupations and life style and between education and work. In addition, 12 persisting life situations such as learning to travel and move about and learning to manage one's money are cross referenced with the career development concepts. Career concepts and life situations are coordinated in chart form with behavioral objectives, topic learning activities (organized by subject areas such as social studies or art), resources (such as records, books, or filmstrips), learning outcomes, and suggested evaluation procedures. Examples of learning activities at the junior high level for the concept of the interrelationship of education and work are listing skills which require training (social studies) and learning to use the telephone properly (language arts). The senior high curriculum is organized by subject areas (such as prevocational information, job adjustment, or language arts) and grade level. Appended is supplementary information for students such as self rating forms and a list of ways to develop an attractive personality. (For a related curriculum guide at the elementary level see EC 052 548). (DB)

ABSTRACT 2598

EC 05 2598 ED 082 398
Publ. Date 73 226p.
Betts, Carl E. and Others
Classroom Approach to Language Development for Mentally Retarded Children. Trainable and Primary Level.
Iowa Univ., Iowa City. Speech and Hearing Staff Of State Services for Crippled Children
Health, Services and Mental Health Administration (DHEW), Rockville, Md. Maternal and Child Health Service
EDRS mf,hc
Campus Stores, the University of Iowa, 17 West College, Iowa City, Iowa 52242 ($3.00).

Descriptors: exceptional child education; educable mentally handicapped; trainable mentally handicapped; language instruction; lesson plans; mentally handicapped; primary grades; curriculum guides; verbal ability; class activities

The guide to classroom instruction in language development for trainable and primary level educable mentally handicapped children is said to be based on a 4 year demonstration project which subjectively evaluated several approaches to the stimulation of speech and language in retarded children. Stressed is the need to incorporate language activities into all curriculum areas. The teacher is encouraged to understand the verbal communication process, maintain an accepting classroom environment, learn to assess each child's verbal ability, provide new experiences for each child, and develop methods to integrate speech improvement into daily activities. Discussed generally are ways to develop language as part of the daily routine, language arts, art, music, physical education and recreation, health and safety, arithmetic, science, social studies, and life experience units. The major portion of the document consists of two sets of lesson plans, the first one based on orientation in the first week of school and the second based on typical holiday activities. The material is presented by complete days with topical themes such as color, sounds, or time. Lesson plans are organized by related subject area, activities, advance preparation and resource materials, and blackboard, bulletin board, and experience chart suggestions. The appendix includes suggested fingerplays, poems, songs, stories, and directions for simple crafts. (DB)

ABSTRACT 2599

EC 05 2599 ED 082 399
Publ. Date 73 168p.
Betts, Carl E. and Others
Classroom Approach to Language Development for Mentally Retarded Children. Intermediate Level.
Iowa Univ., Iowa City. Speech and Hearing Staff Of State Services for Crippled Children
Health Services and Mental Health Administration (DHEW), Rockville, Md. Maternal and Child Health Service
EDRS mf,hc
Campus Stores, the Univeristy of Iowa, 17 West College, Iowa City, Iowa 52242 ($3.00).

Descriptors: exceptional child education; educable mentally handiapped; language instruction; curriculum guides; lesson plans; mentally handicapped; elementary

school students; verbal ability; class activities; language arts

The guide to classroom instruction in language development for educable mentally handicapped children at the intermediate level is said to be based on a 4 year demonstration project which subjectively evaluated several approaches to the stimulation of speech and language in retarded children. Stressed is the need to incorporate speech activities into all curriculum areas and to cooperate with the speech clinician. The teacher is encouraged to understand the verbal communication process, maintain an accepting classroom environment, learn to assess each child's verbal ability, provide new experiences for each child, and develop methods to integrate speech improvement into daily activities. Discussed are ways to develop language as part of the daily routine, language arts, arithmetic, science, social studies, experience units, art, and music. The major portion of the document consists of two sets of lesson plans, the first one based on orientation in the first week of school, and the second based on typical holiday activities. The material is presented by complete days with topical themes such as money, clothing, or seasons. Lesson plans are organized by related subject areas, activities, advance preparation and resource materials, and suggestions for blackboard, bulletin board, and experience charts. Appended are suggestions for teaching materials and stories. (DB)

ABSTRACT 2653

EC 05 2[illegible]53 ED 082 417
Publ. Date Sep 73 46p.
Brotoski, David; and Others
A Science Program for Children with Exceptional Needs.
EDRS mf,hc
Riverview School, Manitowoc County, P.O. Box 188, Manitowoc, Wisconsin 54220

Descriptors: exceptional child research; educable mentally handicapped; science; curriculum development; program descriptions; mentally handicapped

Described is the development of a science curriculum used with approximately 275 educable mentally handicapped children between the ages of 5 and 21 years. The curriculum is explained on child centered activities. A summer workshop is explained to to have as goals the improvement of logical thinking with an emphasis have resulted in the review of various contemporary science programs as observing, classifying, and communicating. Stressed are the as they contribute to the development of scientific processes such importance of staff planning, the selection of scientific processes to emphasize, the selection of a subject area of concentration, listing of available instructional materials, actual teaching, and listing of available instructional materials, actual teaching, and final evaluation. A sample unit is given for the lower primary, upper primary, intermediate, and junior high levels. Evaluated are 30 units from the Elementary Science Study curriculum. Reaction to the new science program from advisory committee members, students, and staff is reported to be highly positive. (DB)

ABSTRACT 211

EC 06 0211 ED 082 430
Publ. Date Jun 73 190p.
Kinsaul, John M. and Others
A Summary of Findings and Recommendations for Curriculum Development Needs Assessment of the Educable Mentally Retarded in Glades, Martin, and Okeechobee Counties
Okeechobee County Board of Public Instruction, Fla.
EDRS mf, hc
Feric, Department of Education, Knott Building, Tallahassee, Florida 32304

Descriptors: exceptional child education; educable mentally retarded; educational needs; evaluation; school districts; mentally handicapped; educational programs; curriculum evaluation; teacher characteristics; employment opportunities; audiovisual aids; instructional materials; school services; agencies

Presented were findings and recommendations of a curriculum needs assessment study on programs, job opportunities, and services for 312 educable mentally retarded students (EMR) in three Florida counties (Glades, Martin, and Okeechobee). Use of a systems model for planning, implementing, and evaluating the study was explained. Of the findings given, some showed that more students in EMR classes were Negro than white, and boys than girls; that students' other handicaps were in areas of speech, language, and emotional disturbance; that most teachers preferred the self contained classroom and few had expectations for students' future employment; and that job opportunities existed for students with specific characteristics in agricultural, domestic, and environmental areas. Also, some of the findings given showed that few differences existed between the curriculums of regular and EMR classes; that teachers used audiovisual aids, library materials, and physical education equipment but needed materials for daily living skills; that psychological services differed in the counties but all stressed placement according to IQ; that more supportive services were available in two large counties, and two counties had no vocational rehabilitation services; and that agency support was available from sources as youth centers and non-profit groups. Recommended were such improvements as development of social and economic curriculums for students at intermediate level, preschool goals; remedial activities; resource rooms, inservice teacher training, work study programs, child placement procedures based on the individual, and a program involving parents. (Appendixes containing data on the seven assessment components comprise more than half the document). (MC)

ABSTRACT 610

EC 06 0610 ED 084749
Publ. Date Sep 73 35p.
Books for Mentally Retarded Children.
Public Library of Cincinnati and Hamilton County, Ohio
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; annotated bibliographies; childrens books; trainable mentally handicapped; childhood; adolescents

Presented is an annotated list of approximately 300 books for educable (EMR) and trainable mentally retarded (TMR, children and adolescents, 6 to 15 years of age. Books are arranged in the following groups for EMR students: Group I contains approximately 84 entries for students 6 to 9 years of age, Group II lists approximately 81 stories and books of information for students 10 to 12 years of age, and Group III lists approximately 35 stories and books of information for adolescents 12 to 15 years of age. Listed separately for TMR students 11 to 15 years of age are approximately 43 books. The books are listed alphabetically by title within each group. It is explained that books needing an introduction by the teacher, librarian, or parent are indicated by an asterisk and that no asterisks accompany books for the TMR students, who always need an introduction to a book, or story. Noted is use of the books in classes for retarded children whose responses indicated enjoyment or beneficial stimulation. (MC)

ABSTRACT 1003

EC 06 [illegible]003 ED 085 982
Publ. Date Sep 71 159p.
Dean, Theodore R. and Others
Starter Kit: Instructional Activities for Educable and Trainable Mentally Retarded Pupils.
North Carolina State Dept. of Public Instruction, Raleigh. Div. for Exceptional Children. SEIMC
EDRS mf hc

Descriptors: exceptional child education; educable mentally handicapped; trainable mentally handicapped; class activities; teaching guides; mentally handicapped; impersonal competence; communication skills; mathematics

Provided are 225 instructional activities for educable and trainable mentally retarded children from primary through secondary levels in the areas of social skills, communication skills, and number skills. Each page of the kit is divided into the following headings: activities (listed from simplest to most difficult), correlated activities (to allow for subject integration), materials (usually available from the Instructional Materials Centers), and evaluation (questions to aid in the assessment of student performance). The back of each page has the same headings, but is to be used by the teacher for noting additional activities. Visual aids in the form of bulletin board suggestions, transparencies, or worksheets follow each section. Activities are provided for the following subtopics (number of activities are in parenthesis): Me (16), family (15), school and community (19), state and nation (17), occupations (24), clothing (13), travel and transportation (20), ecology (20), measurement (20), time (20), shapes and money (21), and problem solving (20). Also provided is a

number skills pretest. Sample activities include having each child record facts about himself on a tape recorder (for the Me unit in social skills), reading the want ads together (for the Occupations unit in communication skills), and making a picture time line to identify the days of the week (for the Time unit in number skills) (DB)

ABSTRACT 1004

EC 061004 ED 085 983
Publ. Date Oct 71 141p
Driver and Traffic Safety Education: A Lesson Plan for the Residents of Gracewood State School and Hospital.
EDRS mf,hc
Gracewood State School and Hospital, Georgia
Descriptors: exceptional child education; educable mentally handicapped; driver education; teaching guides; safety education; mentally handicapped; institutionalized (person)

Outlined is a course of driver education and traffic safety taught to retarded residents of a state institution. Stressed is the importance of driver education for residents able to leave the institution. The philosophy of the program is given to emphasize individualizing instruction, instructing students who possess the potential for driving, discouraging students who lack the ability to drive, and teaching appropriate pedestrian safety, vehicle passenger safety, and bicycle safety procedures. Recommended is a well qualified instructor and equipment such as the driving simulator, a car, and audiovisual aids. Differentiated are the three courses offered: the Advanced Course of Driver Education consisting of classroom discussion and drills, simulator instruction, and in-car driving experience; the Basic Course of Driver Education using the same material and equipment but slanted toward the negative aspects of driving to encourage students to decide against driving; and Pedestrian and Vehicle Passenger Safety for slower learning students. Noted is the addition of a class in bicycle and two-wheeler motor vehicle safety. Instruction is explained to involve from 30 to 60 hours of classroom instruction and 10 to 60 hours of in-car driving experience. The major portion of the document outlines the following topics: teaching methods, introduction of driver education to the students, the traffic accident, the driver, the car, the laws of nature and man, road signs, car maneuvers, driving in adverse conditions and emergencies, the driver's manual, and in-car driving. (DB)

ABSTRACT 1198

EC 06 1198 ED 087 166
Publ. Date Jan 74 243p.
A Guide for Teachers of the Educable Mentally handicapped.
New Mexico State Dept. of Education, Sante Fe. Div. of Special Education.
EDRS mf,hc

Descriptors: exceptional child education; educable mentally handicapped; curriculum guides; prevocational education; vocational education; mentally handicapped; adolescents; work study programs; academic achievement; interpersonal competence; instructional materials; New Mexico

Presented is a curriculum guide for a prevocational, vocational, and work study program to be used with educable mentally retarded (EMR) students, 12 to 21 years of age. Delineated are the following aspects of New Mexico's program for EMR students: definition, rationale, educational interventions, administration, psychoeducational diagnosis for placement, individual programing, and teacher qualifications. Provided for students 12 to 16 years of age in the prevocational level are objectives, activities, and instructional materials in the following skill areas: communication (such as reading), mathematics and science to achieve academic skills: interpersonal relationships, citizenship, safety/health/hygiene, and leisure time skills (such as music and physical education) to achieve social skills; and vocational training, job tasks, and home arts to achieve vocational skills. The vocational component for students 15 to 21 years of age is presented in the same format though science and leisure time skills are omitted. The work study program is described in terms of objectives (such as participation in a productive way of life), eligibility, school responsibilities, community canvassing, and task analyses of work stations such as the library aide. Illustrations show skill components for occupational areas of homemaking, housekeeping, food services building trades, auto skills, and garden/nursery work. Included are attachments such as child labor provisions. Given in the appendix are items such as a bilingual/bicultural model and a bibliography of approximately 300 instructional materials and sources. (MC)

ABSTRACT 1290

EC 06 1290 ED 087 188
Publ. Date 73 347p.
Me and My Environment, Unit IV: Transfer and Cycling of Materials in My Environment, Experimental Edition 1973-74.
Biological Sciences Curriculum Study, Boulder, Colo.
Office of Education (DHEW), Washington, D.C.
EDRS mf,hc
For Related Information See Ec 050871, Ec 050872, Ec 050873, Ec 050874, Ec 050875, Ec 061291, Ec 061292 and Ec 061293.

Descriptors: exceptional child education; educable mentally handicapped; curriculum guides; environmental influences; class activities; mentally handicapped; adolescents; biology; sciences; instructional materials; inquiry training; problem solving; behavioral objectives

Presented is the experimental 1973-1974 edition of Unit IV: Transfer and Cycling of Materials in My Environment, which consists of 28 life science curriculum activities intended for the 13-to-16 year-old educable mentally handicapped child. Noted is the role of the teacher in continuing field trials. Stressed throughout the program are environmental themes, environmental elements, inquiry skills, problem solving skills, and applicational behaviors and attitudes. Provided for teachers are directions for using the student record of progress and tallysheets. Three cores of activities are preceded by general aims (such as student development of a success syndrome and some control over the environment), specific goals, objectives, and a planning guide listing materials needed for each activity. Given for core A, which features energy and material transfer, are seven activities such as making compost and the food chain revisited. Provided in core B to develop concepts about decomposition in the environment are 12 activities such as talking rot, planting in compost, and a real gas. Included among nine core C activities, which illustrate the effects of man's garbage in the environment, are classroom trash, every litter bit helps, and recycling pay off. Activities are organized in terms of materials, teaching strategies, and anticipated student behaviors. An evaluation/feedback form accompanies each activity. (MC)

ABSTRACT 1291

EC 06 1291 ED 087 189
Publ. Date 73 522p.
Me and My Environment, Unit V: Air and Water in My Environment, Experimental Edition 1973-74.
Biological Sciences Curriculum Study, Boulder, Colo.
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc
For Related Information See EC 050871, EC 050872, EC 050873, EC 050874, EC 050875, EC 061290, EC 061292 and EC 061293.

Descriptors: exceptional child education; educable mentally handicapped; curriculum guides; environmental influences; class activities; mentally handicapped; adolescents; biology; sciences; instructional materials; inquiry training; problem solving; behavioral objectives

Presented is the experimental 1973-1974 edition of Unit V: Air and Water in My Environment, which consists of 35 life science curriculum activities intended for the 13-to-16-year old educable mentally handicapped adolescent. Noted is the role of the teacher in continuing field trials. Stressed throughout the program are environmental themes, environmental elements, inquiry skills, problem solving skills, and applicational behaviors and attitudes. Provided for teachers are directions for using the student record of progress and tallysheets. Seven cores of activities are preceded by general aims (such as student development of a success syndrome and some control over the environment), specific goals, objectives, and a planning guide listing materials needed. Given for cores A through D, which focus on needs, sources, processes, and management associated with water are 21 activities such as living things are mostly water, a trip to the water plant, and microbes in water. Given for cores E through G which feature components, change agents, and additives in air, are 14 activities such as testing for carbon dioxide and oxygen,

weather and air, and the need for a filter in our town. Activities are organized in terms of materials, teaching strategies, and anticipated student behavior. An evaluation/feedback form accompanies each activity. (MC)

ABSTRACT 1292

EC 06 1292 ED 087 190
Publ. Date Jun 73 31p.
Steele, Joe M.
Me and My Environment Formative Evaluation Report 1, Arranging Field Tests; Characteristics of Sites and Students.
Biological Sciences Curriculum Study, Boulder, Colo.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
OEG-0-9-152075-3710(032)
For Related Information See EC 050871, EC 050872, EC 050873, EC 050874, EC 050875, EC 061290, EC 061291, and EC 061293.

Descriptors: exceptional child education; educable mentally handicapped; curriculum evaluation; field studies; instructional materials; environmental influences; mentally handicapped; adolescents; biology; sciences; teacher selection; statistical data

The first in a series of evaluation reports gives characteristics of sites and approximately 500 students in field tests of Me and My Environment, a 3-year life science curriculum for 13-to-16-year-old educable mentally handicapped (EMH) adolescents. Described are the field test design, which involves 14 data gathering approaches, and the timetable (1971 through 1975) for development, revision, and commercial publication of the six units. The purposes of the initial field trials are given to be testing to ascertain student success on each activity, observing implementation problems and/or teacher approaches that enhance program effectiveness, obtaining data on students' abilities and progress, and serving as a laboratory for later curriculum development. Major questions examined are whether students can perform the cognitive tasks, how the activities work, how materials are used by teachers and students, and what student changes occur in areas such as task attention. Discussed are selection of 10 state sites and criteria for selection of 14 teachers for field test 1 (near end of year 2); and selection of 21 teachers for 14 state sites for field test 2. Given for field test 1 are student characteristics such as three of every five students is male, 75% of the sample is in the 12-to-14-year-old range, and one third of the sample consist of Black or Chicano students. Noted are more students in all age ranges and more representative minorities in field test 2. Major findings discussed are that outdated tests are the basis for placement of EMH students, and that 46 of 50 students aspire to finish high school. Included are 22 teacher written vignettes of students. (MC)

ABSTRACT 1293

EC 06 1293 ED 087 191
Publ. Date Dec 73 51p.
Steele, Joe M.
Me and My Environment Formative Evaluation Report 2, Assessing Student Abilities and Performance: Year 1.
Biological Sciences Curriculum Study, Boulder, Colo.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
OEG-0-9-152075-3720(032)
For Related Information See EC 050871, EC 050872, EC 050873, EC 050874, EC 050875, EC 061290, EC 061291, and EC 061292.

Descriptors: exceptional child education; educable mentally handicapped; curriculum evaluation; mentally handicapped; adolescents; instructional materials; environmental influences; test interpretation; rating scales; academic achievement; biology; sciences; statistical data; field studies

Presented is the second in a series of formative evaluation reports which summarizes student abilities and performance in field tests of Me and My Environment, in a 3-year life science curriculum for 13-to-16-year-old educable mentally handicapped (EMH) adolescents. Discussed are the purpose and interpretation of student data for judging a curriculum. Described in relation to development of test items for the first field test year are aspects such as item format analysis. Functional abilities of students are considered in relation to intelligence and achievement tests, teacher rating of students, problem solving, cognitive development, grouping, and prerequisite knowledge. Explained are differences in performance seen in results of regression analysis and differences in performance among classes. Student performance is analyzed for the directionality and map reading, measurement and scale, temperature, and environmental subtests in Unit I; and for the energy, food chains and webs, food energy, weight and temperature, graphing, and categorizing subtests in Unit II. Results are given which show that performance on 25 items in Unit I was not as high as expected, that students in one fourth of the classes showed marked gains on posttests, and that one third of students in nine classes were successful on at least one subtest; and that performance on 19 items in Unit II was moderate (one third of students in six classes performed successfully on at least one subtest). Considerable revision of both units is foreseen. Also, findings are given to indicate that individual intelligence tests explain little of the variance in student performance whereas problem solving and teacher rating do explain the variance. (MC)

ABSTRACT 1919

EC 06 1919 ED 090 755
Publ. Date 74 112p.
Rainey, Ernestine W.
A Language Development Program for Preschool Children with Development Problems.
Mississippi State Univ., State College. Preschool And Early Education Project for Children With Developmental Problems
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; educable mentally handicapped; teaching guides; language programs; behavioral objectives; mentally handicapped; disadvantaged youth; early childhood education; teaching methods; language development; class activities; perceptual development; Developmental Disablilities

Presented is a language development program consisting of 30 mini-units to be used as the first formal daily activity with 5-year-old educable developmentally handpped or environmentally disadvantaged children. It is explained that the required technique includes teacher questioning of one child, an elicited complete sentence response from the child, and repetition of the elicited correct response by the entire group. Emphasized in the curriculum are perceptual training, use of complete sentences, and subject matter that is familiar to the child. Offered are mini-units that feature the following topics (number of mini-units per topic are in parentheses): the family (10), the farm (4), animals (5), the birthday party (1), foods (6), and weather (4). As an example, a mini-unit provided for the farm sequence contains the objectives of developing meaning of 19 words such as milk and kitty, visual closure, and auditory discrimination; and activities such as reading and discussing a story book about a farm, taking a trip to a farm, and completing farm figures (on a sheet of paper). Directions and materials are provided for making a weather calendar. Listed are activities to reinforce language skills in areas delineated by the Illinois Test of Psycholinguistic Abilities. Noted is the method of evaluation (form is included) based on performance of the objectives (an evaluation form is included). (MC)

ABSTRACT 2093

EC 06 2093 ED N.A.
Publ. Date 74
Goldstein, Herbert
Social Learning Curriculum, Phase 1-10 Plus Teacher's Guide.
Charles E. Merrill Publishing Company, 1300 Alum Creek Drive, Columbus, Ohio 43216 ($195.00).

Descriptors: exceptional child education; culturally disadvantaged; educable mentally handicapped; learning disabled; primary grades; curriculum guides; social development; adjustment (to environment); teaching guides; lesson plans; behavioral objectives; class activities

The social learning curriculum is intended to develop appropriate adaptive behaviors in developmentally disabled, culturally deprived, educable mentally retarded, and learning disabled children at the primary grade level. The curriculum includes a general teaching guide and individual teaching guides for the following 10 curriculum phases: perceiving individuality, recognizing the environment, recognizing interdependence, recognizing the body, recognizing and reacting to emotions, recognizing what the senses do, communicating with others, getting along with others, identifying helpers,

and maintaining body functions. Suggestions for using the curriculum include using the record charts to assess individual and class progress and using the following teaching strategies: rote teaching, the inductive method (5 steps in the inductive problem solving technique are explained), group discussion, individualized instruction, field trips, and role play. Teaching guides for each phase include a phase objective and approximately 20 lesson plans each of which provides a lesson objective, general teacher information, materials needed, preparation required, lesson strategies, and additional activity suggestions. Also included are a scope and sequence chart which identifies major social learning concepts, thinking skills, and subject area skills in each of the 10 phases and three supplements (in physical education, science, and mathematics); a spirit duplicating book for each phase, and a set of stimulus pictures to encourage group discussion of lesson objectives. (DB)

ABSTRACT 2126

EC 06 2126 ED 091 902
Publ. Date 71 153p.
Curriculum Guidelines for Exceptional Children: EMR 1970-71 Revision.
Escambia County Schools, Pensacola, Fla. Special Education
EDRS mf,hc

Descriptors: exceptional child education; educable mentally handicapped; guidelines; English prevocational education; vocational education; mentally handicapped; secondary school students; behavioral objectives; curriculum; language arts; mathematics; family life education; health education; social studies; science; physical education; resource guides; Florida

Provided are curriculum guidelines for teaching educable mentally retarded middle school (prevocational level) and high school (vocational level) students in Escambia County, Florida. Included are a definition of mental retardation, characteristics of mentally handicapped (MH) children, a mental age reference chart, and suggestions for lessons preparing. Explained is program emphasis on attainment of physical, personal and social, and vocational skills. The following are among aspects covered at the prevocational level: goals such as development of fine and gross motor skills; and instructional objectives and curriculum components in areas of mathematics, language arts, home and family living, reading, health and safety, social studies, science, and physical education. Also included for the prevocational level are a sample 4-week unit on food; lists of resources (books and demonstration materials); a suggested daily schedule; a community job survey; a guide to phonics instruction; and lists of equipment, books, and sources of free materials in areas such as banking. Offered for the vocational level are a review of the program, program goals such as acquisition of home management skills; criteria for graduation; a description of the work study program; suggested job tasks such as assembling nuts and bolts; suggested job training locations such as animal hospitals; and instructional objectives and curriculum components in areas of home and family living, mathematics, science, English, and social studies. Listed are references and curriculum guides to be used with MH students. (MC)

ABSTRACT 2127

EC 06 2127 ED 091 903
Publ. Date Apr 74 11p.
Goodstein, H. A.
The Role of Research and Evaluation in EMH Curriculum Development: Project MATH.
Connecticut Univ., Storrs.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf,hc
OEG-0-70-2258(607)
Paper Contributed As Part of A Symposium to Be Presented at the Annual Convention of the American Educational Research Association (April 1974)

Descriptors; exceptional child research; educable mentally handicapped; curriculum evaluation; mathematics; research design; mentally handicapped; curriculum development; field studies; research methodology; evaluation criteria

Reviewed in the paper are evaluation and research activities of Project MATH (Mathematics Activities for Teaching the Handicapped) during 1972-1973, and discussed are issues on evaluation of curriculum materials for educable mentally handicapped (EMH) populations. Briefly described are field tests in six cities with over 100 teachers of number and operation strands for primary through junior high levels involving program evaluation, collection of biodemographic information, teacher tracking of daily instruction, computer processing, and a questionnaire for teachers. Also described are concurrent curriculum review, another review by mathematicians, and implementation of research studies. The following issues are considered: researchers tend to make evaluation designs that overestimate the amount of data necessary for revision; researcher tend to overestimate usefulness of empirical data for curriculum evaluation; the 'representative' field test has a hallowed position it may not deserve; the nature of the educable mentally retarded population restricts usefulness of evaluation designs that rely on pupil change data; and demonstration of effectiveness decreases with increased magnitude of the curriculum being developed. It is suggested that many issues thought to require large-scale field tests could be determined with few carefully controlled research studies, and that mechanisms and criteria be developed to select the best sequence for studies. Noted is the decision of Project MATH to stay with small sample, short duration studies. (MC)

ABSTRACT 2131

EC 06 2131 ED 091 907
Publ. Date 71 69p.
The Social Studies Curriculum Guide for Teenage Educable Mentally Retarded Pupils.
Newark Board of Education, N. J. Dept. of Curriculum Services.
EDRS mf,hc

Descriptors: exceptional child education; educable mentally handicapped; curriculum guides; social studies; mentally handicapped; adolescents; family life education; transportation; communication skills; consumer education; New Jersey

The social studies curriculum guide for educable mentally retarded teenagers offers teaching suggestions at four age levels for the following subject areas: family relationships, transportation, learning and living in New Jersey, communication, and consumer education. It is explained that all five areas are intended to be covered at each level with succeeding levels offering different emphases. Within each broad area the guide lists subjects and related teaching suggestions, pupil activities, and instructional materials (with sources). Also provided for each area are a vocabulary list, a sample short answer test, a sample essay test, and a bibliography of books, films, and filmstrips. Given in the New Jersey section are listings of important events in Puerto Rican and Negro history and prominent Puerto Rican and Negro individuals. Examples of topics included are roles of family members, marriage, radio and television programs, emergency help when traveling, overnight accommodations, signs and directions, local government in New Jersey, history of New Jersey, leisure time opportunities, social communication, wages, budgeting, and banking. (DB)

ABSTRACT 2165

EC 06 2165 ED 093 100
Publ. Date 72 103p.
Course of Study for EMR Pupils in the Elementary Schools.
Los Angeles City Schools, Calif. Div. of Planning, Research, and Development, Instructional Planning Branch.
EDRS mf,hc
For Related Information See EC062166

Descriptors: exceptional child education; educable mentally handicapped; elementary school students; teaching guides; curriculum; mentally handicapped; educational objectives; skill development; language development; reading; mathematics; social studies; science; music; physical education; health

The course of study contains a detailed, developmental outline for use by teachers of educable mentally retarded pupils in elementary school. It is noted that the course is intended to be supplemented by two other publications. Program purpose is given to include fostering adjustment to physical environment, responsible family membership, civic responsibility, and desirable leisure-time activities. Given for each subject is a scope and sequence chart detailing skills to be developed at the pre-primary, primary, intermediate, and upper grade levels. Outlined are suggestions for teaching units of the following subjects: oral language, written language, reading (such as developing readiness skills and an appreciation for books), handwriting, spelling, mathematics (such as developing addition and

multiplication skills, and daily use of mathematics), social studies (such as understanding the City of Los Angeles), science (such as understanding living things and the human body), art, music (such as moving creatively and effectively to music), physical education (such as developing body control and proficiency in game activities), health (such as applying basic principles of nutrition in daily living), and safety (in home and school). (MC).

ABSTRACT 2166

EC 06 2166 ED 093 101
Publ. Date 72 28p.
Program for EMR Pupils--Scope and Sequence Charts. Elementary Schools and Junior and Senior High Schools.
Los Angeles City Schools, Calif. Div. of Planning And Development, Instructional Planning Branch.
EDRS mf,hc
For Related Information See EC062165

Descriptors: exceptional child education; educable mentally handicapped; curriculum guides; mentally handicapped; elementary school students; secondary school students; communication skills; mathematics; art; music; physical education; sciences; social studies; vocational education

Outlined for teachers in scope and sequence charts is a basic curriculum for educable mentally retarded pupils in grades 1 through 12. Listed in scope and sequence charts for kindergarten through grade 6 are the following subject skills to be covered in preprimary, primary, intermediate, and upper level: communication skills of oral language, written language, reading, handwriting, and spelling; computational skills of mathematics such as number readiness and daily use of mathematics; creative arts such as art appreciation, and music experiences such as singing and performing on instruments; motor skills involving physical education activities such as developing physical fitness; science attitudes in areas of science such as mechanical energy and prevention of disease; and social science concepts such as acceptance of self, group responsibility, and safety. Listed in scope and sequence charts for grades are the following subject skills to be covered in grades 7 through 12; communication skills such as listening, speaking, reading, and practicing written English, for employment; mathematics skills such as basic processes and processes for vocational needs and daily life; social studies skills in areas such as geography and culture, citizenship, and American institutions; science skills in areas such as the human body, weather, and energy/matter; and guidance and vocational training skills in areas such as understanding self and educational opportunities, and developing maturity. (MC)

ABSTRACT 2249

EC 06 2249 ED 093 128
Publ. Date 74 211p.
Polk County Vocational-Occupational Curriculum Model for Exceptional Children.
Polk County Board of Education, Bartow, Fla. Exceptional Child Div.
EDRS mf,hc

Descriptors: exceptional child education; educable mentally handicapped; curriculum guides; career education; behavioral objectives; mentally handicapped; elementary school students; secondary school students; mathematics; sciences; health; daily living skills; vocational education; communications skills; social adjustment; language arts; Polk County (Florida)

Presented is the Polk County, Florida preliminary model vocational-occupational curriculum guide for educable mentally retarded (EMR) students in grades 1 through 12. Aim of the curriculum is given to be successful placement of students in the community. Provided for grades 1 through 6 are the following components: a rating scale and behavioral objectives for primary and intermediate levels in areas such as the family, language arts, reading, health, career education, body image, directionality, the neighborhood, transportation, and geographical/ governmental concepts. Listed are suggested materials for use in language arts and arithmetic. Offered for grades 7 through 9 are a vocational readiness checklist and behavioral objectives for effective living, pre vocational abilities, general work duties, general work information, communications, and mathematics. Included for grades 10 through 12 are an orientation form and behavioral objectives for communications, personal and social adjustment, self preservation, social and environmental sciences, wages and hours, and functional skills. The following are examples of behavioral objectives: location of Florida on a map for understanding of geography (elementary level), knowledge that lateness is a form of dishonesty for attainment of prevocational skills (junior high level), and knowledge that hallucinogens distort physical senses for awareness of troublesome drugs (life sciences unit of the personal and social adjustment category in high school). Included are lists of materials and state approved texts, and survey results of alternate graduation plans for EMR programs. (MC)

ABSTRACT 2733

EC 06 2733 ED N.A.
Publ. Date Oct 74 3p.
Hamblin, Edward L.
The Curriculum Thing.
Learning; V3 N2 P61-3 Oct 74

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; curriculum; science; social studies; curriculum design; curriculum evaluation; elementary school students; secondary school students

Two curriculum programs are described: a teacher-made program, 'Activities in Science' for educable mentally handicapped children at elementary, junior high, and senior high school levels; and a social studies program, 'Our Working World' which treats such themes as city and neighborhood at the primary and elementary levels through case studies dealing with real places and situations. It is explained that the science program was developed within the Los Angeles City Unified School District and consists of kits which include lesson booklets and all the materials and apparatus needed for recommended activities. A sample lesson is discussed. The six-level social studies program is reported to discuss such issues as division of labor in the home at primary levels and division of labor among various regions of the U.S. at more advanced levels. The author notes that there is a student text and comprehensive teacher's guide, a student problem book, and its teacher's edition for each level. (GW)

ABSTRACT 2963

EC 06 2963 ED 096 788
Publ. Date Jun 74 380p.
Ruschmeier, Veronica M., Ed.; Rockwell, Linda, Ed.
EMR Curriculum Guide: Primary.
Curriculum Development Project for the Educable Mentally Retarded, Lake Butler, Fl. Serving School Districts of Baker, Bradford, and Union Counties, Fla.
EDRS mf,hc

Descriptors: exceptional child education; educable mentally handicapped; primary grades; intermediate grades; curriculum guides; mentally handicapped; verbal ability; class activities; mathematics; vocational education; interpersonal competence; physical activities; behavioral objectives; teaching methods; instructional materials; games

Presented is a curriculum guide for educable mentally retarded children in primary and intermediate grades which specifies behavioral and interim objectives in the areas of basic verbal and arithmetic skills, vocational competencies, social competencies, and physical skills. Objectives such as the following are identified at the primary level: recognized major sources of sounds such as human, animal, mechanical or danger; understands words denoting amount; realizes that each family member has a certain task to perform at home; and knows the basics of telephone usage. Intermediate level objectives such as the following are listed: identifies spoken words that begin with the same sounds, and end with the same sound and rhyme; uses the question form 'why'; and can identify and describe basic requirements for community jobs. Games, activities, instructional materials, and teaching methods are suggested which might assist students in meeting each behavioral objective at primary and intermediate levels. Appendixes include at the primary level, a reading vocabulary list, descriptions of multipurpose materials such as puzzle cards, addresses of companies producing instructional materials or games, and additional sources of activities; at the intermediate level, a list of sight vocabulary and functional words, activities suitable for many instructional objectives, addresses of companies, and additional sources of materials. (GW)

ABSTRACT 589

EC 07 0589 ED 100 094
Publ. Date 74 81p.
Yamagata, Barbara and Others
Curriculum Guide for the Work-Study Program, 1974.
Fairfax County Schools, Va. Dept. of Instructional Services. 10700 Page Ave., Fairfax, Va.
EDRS mf,hc

Descriptors: educable mentally handicapped; vocational education; work study programs; curriculum guides; exceptional child education; mentally handicapped; secondary education; prevocational education; program descriptions; behavioral objectives; employment qualifications; Fairfax County (Virginia);

Presented is the 1974 work-study program curriculum guide from Fairfax County, Virginia for milly retarded secondary school students. It is explained that it is the vocational program's four-fold goal to develop curriculum materials, train personnel, develop instructional techniques, and provide logistics support to future the employment potential of students. Provided in the program description are charts which correlate the goals to the following objectives: improving communication skills and developing personal/social and specific occupational skills. Responsibilities of intermediate and high school staff members are listed. Noted are job placement and termination procedures including screening eligible students and evaluating student work experience. Sample lists of needed vocational, academic, social, and personal skills are delineated for the following core areas: consumer and home management (child care), public service (food service), business (clerical and stock clerk), and construction helper. Guidelines and diagrams are given for classroom and occupational laboratory organization. Program forms and program evaluation components are listed. An appendix contains forms for an opinion survey, lesson plans, student progress reports and work-study program agreements and followup procedures. (LH)

ABSTRACT 703

EC 07 0703 ED N.A.
Publ. Date Dec 74 5p.
Taylor, George R.; Watkins, Susan T.
Active Games: An Approach to Teaching Mathematical Skills to the Educable Mentally Retarded.
Arithmetic Teacher; V21 N8 P674-8 Dec 74

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; elementary education; mathematics; teaching guides; teaching methods; games; physical activities; skill development;

In the belief that educable mentally handicapped children learn mathematical skills and concepts better through active games than through traditional approaches, the author suggests games related to the following areas of elementary school mathematics: the number system, addition, subtraction, multiplication, fractions, measurement, telling time, and the monetary system. One game is described for each area, and the description includes an explanation of the instructional objective, the actual activity, and expected outcomes. (GW)

ABSTRACT 1063

EC 07 1063 ED 100 122
Publ. Date 74 55p.
Steele, Joe M.
Me and My Environment; Formative Evaluation Report 3: Design and Revision, Data Collection and Portrayal.
Bureau of Education for the Handicapped
Biological Sciences Curriculum Study, Boulder, Colo.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

OEG-0-9-152075-3720(032)

For Additional Information, See EC 061 292 and 061 293.

Descriptors: educable mentally handicapped; curriculum evaluation; case studies; instructional materials; environmental influences; exceptional child education; mentally handicapped; adolescents; curriculum design; statistical data; ecology; student characteristics; teaching methods; Me and My Environment;

The third in a series of evaluative reports on 'Me and My Environment', a group-centered biological sciences program for educable mentally handicapped (EMH) adolescents, provides information about the curriculum design, the analysis and revision of curriculum materials, the gathering and processing of field test data, and a comparison of two representative seventh grade classrooms which were part of the field test. In a section on curriculum design, the rationale for selecting and organizing curriculum content is discussed, the program is traced from design to material development, and curriculum design theories and underlying assumptions are explained. Analysis and revision of curriculum materials is considered in relation to activities such as content reviews by experts and by staff members and a matrix analysis to determine emphasis on curricular components such as environmental themes and problem-solving skills. Described are problems, concerns and costs of collecting and processing data (from field-test classes, teachers, students, and observers) to be used in evaluating curriculum effectiveness. Contrasted in a case study of the two classes are variables influencing effective use of the science curriculum such as classroom climate, student/teacher interaction, and teaching approaches that stress learning versus approaches that emphasize student behavior. Included are many photographs, charts, and graphs. (LH)

ABSTRACT 1299

EC 07 1299 ED N. A.
Publ. Date 73 138p.
Carkin, Helen S.
Instant Art Lesson Plans.
Kendall/Hunt Publishing Company, 2460 Kerper Boulevard, Dubuque, Iowa 52001

Descriptors: exceptional child education; general education; mentally handicapped; educable mentally handicapped; elementary education; art education; art materials; handicrafts; lesson plans; educational objectives; teaching methods; motivation; evaluation;

Presented are 60 art projects in lesson plan form for use by teachers of normal and educable mentally retarded elementary school students. Listed for each project are specific objectives, materials needed, steps in motivating students, and suggestions for presentation and evaluation. Examples of projects include carrot batik, crayon rubbings, invisible finger painting, mosaic mobiles, and stone sculpture. Teaching philosophy and methods are explained in an introductory section. Also provided are a glossary and the script from a training film on methods of teaching art to the mentally retarded. (LH)

ABSTRACT 2067

EC 07 2067 ED N. A.
Publ. Date 74 4p.
Wolinsky, Gloria; And Others
Using Children's Literature to Individualized Instruction for Retarded Children.
Education and Training for the Mentally Retarded; V9 N4 P194-7 Dec 1974

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; males; primary grades; concept formation; color; curriculum development; children's books;

Described are two curriculum units for primary level, educable mentally retarded boys in which two children's books and teacher-developed games were used to teach color and shape concepts. (GW)

ABSTRACT 2267

EC 07 2267 ED N. A.
Publ. Date 75 8p.
Lehrer, Barry; Schimoler, Gregory
Measurement of Social Learning and its Relationship to Cognitive, Behavioral, Demographic, and Diagnostic Variables.
American Journal of Mental Deficiency; V79 N5 P530-7 Mar 1975

Descriptors: exceptional child research; mentally handicapped; educable mentally handicapped; primary grades; measurement; social development; testing; curriculum evaluation; cognitive processes; behavior;

A curriculum-based paper and pencil group-administered test, developed to assess the objectives of the Self Level of the Social Learning Curriculum, was administered to 242 primary level educable mentally retarded Ss. The major objective of the study was to determine the extent to which performance on the measure was related to cognitive skills and adaptive behavior. The results indicated that both cognitive skills and behavioral dimensions were related to performance on the Social Learning Curriculum Survey Test measure. (author)

ABSTRACT 2518

EC 07 2518 ED 107031
Publ. Date Sep 74 60p.
Fitzmaurice, Peggy, Comp.; And Others

Language Development. Activities Through the Auditory Channel.
Stark County Dept. of Education, Louisville, Ohio
EDRS mf;hc

Descriptors: educable mentally handicapped; learning disabilities; class activities; language development; aural learning; exceptional child education; mentally handicapped; expressive language; receptive language; speech skills; auditory training; auditory perception;

Presented primarily for use with educable mentally retarded and learning disabled children are approximately 100 activities for language development through the auditory channel. Activities are grouped under the following three areas: receptive skills (auditory decoding, auditory memory, and auditory discrimination); expressive skills (auditory vocal association, auditory visual association, auditory closure, and sound blending techniques); and speech improvement. Each entry begins with a statement of the activity's purpose, followed by a list of materials needed (when applicable), and a description of the procedures involved. Sample activities suggested include a game in which children repeat patterns of drum beats (to develop auditory memory), an exercise in which they describe hidden objects to each other (to strengthen use of complete sentences), and a series of poems (to improve speech). (LS)

ABSTRACT 2716

EC 07 2716 ED 107055
Publ. Date Jun 74 638p.
Ruschmeier, Veronica M., Ed.; Rockwell, Linda, Ed.
EMR Curriculum Guide: Junior High.
Curriculum Development Project for the Educable Mentally Retarded, Lake Butler, Fla.
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf;hc

Descriptors: educable mentally handicapped; junior high schools; senior high schools; curriculum guides; behavioral objectives; exceptional child education; mentally handicapped; class activities; prevocational education; interpersonal competence; social development; mathematics; reading; physical development;

Presented are two curriculum guides written and field tested by teachers for junior and senior high school educable retarded students. In each guide behavioral objectives are set forth for basic skills (listening, speaking, reading, arithmetic, writing, environmental awareness and consumerism), vocational competencies attitudes (choosing a job and skills), social competencies concerning self, family, school and community, and physical skills (leisure time, body use and function, and health and safety). Entries usually contain information about age level, learning area, specific and interim objectives as well as teaching activities. Included in 12 appendixes are a list of functional words and vocationally related words, and descriptions of games and activities. (CL)

ABSTRACT 2816

EC 07 2816 ED 107066
Publ. Date Nov 74 66p.
Sievert, Joe; Winkles, L. Kathleen
Curriculum Guide for Las Palomitas; Early Childhood Education for the Handicapped.
New Mexico State Dept. of Education, Santa Fe. Div. Of Special Education.
New Mexico State Univ., Las Cruces. Claude C. Dove Learning Center.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.
EDRS mf;hc

Descriptors: handicapped children; preschool education; curriculum guides; communication skills; psychomotor skills; self care skills; exceptional child education; mentally handicapped; educable mentally handicapped; trainable mentally handicapped; cerebral palsy; language handicapped; emotionally disturbed; teaching methods; social development; class activities;

Presented is a curriculum guide for preschool children with cerebral palsy, severe speech and language difficulties, trainable and educable mental retardation, and emotional difficulties. Minimum specific objectives in the domains of social self help, communications, and psychomotor development are color coded according to handicap. Suggested are sample activities correlated to the specific objectives. For example, to teach the child to kick a ball without falling (psychomotor objective 8), the following activities are suggested: 'Holding the student's leg, move it forward as to kick the ball in front of him. Have a ball in front of you and one in front of the student. Try to get him to model you kicking the ball.' The appendix lists 5 nonhandicapped curriculums and 33 further references. (CL)

ABSTRACT 3174

EC 07 3174 ED N. A.
Publ. Date 74 47p.
Noffsinger, Thomas
Title III EMR Program Development: Teacher's Manual.
Mentor Exempted Village School District, Mentor Ohio 44060

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; curriculum guides; daily living skills; consumer education; home economics; self care skills; mathematics; leisure time; health education; money management; safety education; interpersonal competence; reading writing skills;

The teacher's manual describes products developed by Ohio teachers of educable mentally handicapped (EMR) students and intended to be parts of a Persisting Life Problems (PLP) curriculum focusing on practical and useful subject areas and skills. There are fourteen content areas of the PLP curriculum, such as travel, citizenship, and leisure time activities. The seven products that are described are the teacher's manual, the Ohio Special Achievement Inventory (OSAI), the terminal objectives, the criterion referenced tests, the instructional objectives, the units of instruction, and the cumulative student profile records. Each description is supplemented by an example of the use of the instrument. It is explained that six modules of instruction are available to help teachers gain a high level of competence with the products and learn how to develop similar materials. An abstract of each of the following modules is provided: mainstreaming EMR students, applying EMR curriculum, developing individual education programs, writing and using performance objectives, developing and using criterion referenced tests, using the OSAI, and developing units of instruction. (GW)

ABSTRACT 3242

EC 07 3242 ED 109844
Publ. Date 74 63p.
Souma, Alfred M.; And Others
Social Living: A Curriculum for the Educable Mentally Retarded Student at the Secondary Level.
Fitchburg State College, Mass.
EDRS mf;hc

Descriptors: educable mentally handicapped; curriculum guides; social adjustment; self concept; exceptional child education; mentally handicapped; secondary education; leisure time; safety education; physical fitness; money management; sex education; marriage;

Presented is a social living curriculum for educable retarded secondary students. Outlined are procedures for teaching the following units: self concept and social attitudes, leisure time, communications, safety and first aid, health and physical fitness, citizenship participation, money and financing, vocational and occupational needs, drug abuse, human development, and marriage and the family. Examples of specific topics covered include prevention of kitchen accidents (safety and first aid) and weight control (health and physical fitness). (CL)

ABSTRACT 3258

EC 07 3258 ED 109849
Publ. Date 70 119p.
A Suggested Course of Study and Curriculum Guide for Educable Mentally Retarded Pupils in Junior/ Senior High School.
Kern County Superintendent of Schools, Bakersfield, Calif.
EDRS mf;hc

Descriptors: educable mentally handicapped; secondary education; curriculum guides; language arts; social studies; exceptional child education; mentally handicapped; personal adjustment; social adjustment; physical development; safety education; mathematics; sciences; job skills; health;

Presented is a curriculum guide for educable mentally retarded pupils in grades seven through twelve. Summarized are objectives for the junior high level (including personal and social adjustment) and the senior high level (such as recreational and leisure time skills). Goals, activities, and suggested topics for experience units are listed for grades 7-8, 9-10, and 11-12 in the following curriculum areas: personal and social adjustment, occupational competence, health, physical development, safety, oral language arts skills, written language arts skills,

number concepts, science, geography, history, and civics. Audiovisual materials are listed according to curriculum areas for junior and senior high levels. (CL)

ABSTRACT 3259

EC 07 3259 ED 109850
Publ. Date 70 78p.
A Suggested Curriculum Gride for Educable Mentally Retarded Children in Elementary School.
Kern County Superintendent of Schools, Bakersfield, Calif.
EDRS mf;hc

Descriptors: educable mentally handicapped; elementary education; curriculum guides; program descriptions; language arts; exceptional child education; mentally handicapped; personal adjustment; social adjustment; health; physical development; safety education; mathematics; sciences;

Presented is a curriculum guide and description of a program for educable mentally retarded elementary school children. Considered are such program aspects as philosophy and rationale, pupil selection, and school-community relations. Goals, activities, and suggested topics for experience units are listed for grades k-3, 4-6, and 7-8 in the following curriculum areas: personal and social adjustment, health habits, physical development, safety, oral and written language arts skills, number concepts, and elementary science. Listed are selected resource materials for the curriculum areas. Four appendixes provide information on legal aspects and implications, evaluation of the child's progress, and a diagram of classroom layout. (CL)

ABSTRACT 3536

EC 07 3536 ED N. A.
Publ. Date Fall 75 4p.
Sklar, Mark J.
A Technique to Teach Writing Skills.
Pointer; V20 N1 P42-45

Descriptors: educable mentally handicapped; learning disabilities; writing skills; lesson plans; exceptional child education; mentally handicapped;

Outlined are four lessons to teach story writing skills to educable retarded or learning disabled children reading at the second or third grade level. (DB)

ABSTRACT 3775

EC 07 3775 ED 112581
Publ. Date 75 18p.
Bepko, Raymond A.; And Others
Curriculum Research and Evaluation: Implications for Personnel Training.
Yeshiva University, New York, N. Y. Curriculum Research and Development Center in Mental Retardation.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf;hc
Paper Presented at the 1975 American Educational Research Association (AERA) Meeting Washington, D. C.,

Descriptors: educable mentally handicapped; curriculum evaluation; teacher evaluation; rating scales; problem solving; exceptional child education; mentally handicapped; information utilization;

Discussed are personnel issues in special education from the perspective of an observational evaluation of an experimental course of study, 'Social Learning Curriculum,' used with students in 17 intermediate (ages 9 - 14) classes for the educable mentally retarded. Included is the 60-item rating scale which was used to evaluate teachers and students for the curriculum objectives of critical thinking and independent action. Results are examined in terms of the curriculum model based on emergence of a problem, differentiation of elements, and integration of problem elements with new knowledge. Findings are seen to indicate a wide variation in the implementation of the curriculum and suggest the need for providing teachers with training in the process of implementation as well as in the content of a new curriculum. (DB)

ABSTRACT 3849

EC 07 3849 ED 112599
Publ. Date 75 357p.
Will, Patricia
Home and Family Living Laboratory Curriculum Guide.
Home and Family Living Laboratory, St. Paul, Minn. Child Development Center.
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf;hc

Descriptors: mentally handicapped; curriculum guides; daily living skills; normalization (handicapped); home economics; exceptional child education; educable mentally handicapped; trainable mentally handicapped; secondary education; consumer education; leisure time;

Presented is the curriculum guide from the Home and Family Living Laboratory, a project of the Child Development Center (St. Paul, Minnesota) which serves educable mentally retarded and trainable mentally retarded teenagers and young adults. It is explained that the laboratory setting is a house (next to the school building) which accomodates 12 students, and that the purpose of the program is to facilitate transfer of home maintenance and home economics skills to a real life situation. Introductory information includes (association with nonhandicapped students) aspects of the program, take-home activities coordinated with each curriculum unit, and a guide for media to be used with each unit. Seven curriculum units cover the following topics (with sample objectives in parentheses): living in a neighborhood (understanding the rights and responsibilities of a property owner); money and the consumer (locating the price tag on an item); personal needs within the family (learning grooming and meal management); interior home care and planning (vacuuming); home maintenance (raking leaves); home emergencies (handling home fires); and leisure time (participating in games and hobbies). Provided for each unit are objectives, learning activities, vocabulary, teaching aids/resources, related academic objectives, and evaluative criteria. (LS)

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